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ABSTRACT

This handbook assists vocational education personnel in planning, organizing, and implementing cooperative education activities. The handbook provides a basis for teachers, supervisors, and administrators in making decisions and standardizing cooperative education activities throughout Kentucky. The handbook's 11 sections are as follows: (1) cooperative vocational education; (2) the administrative process; (3) legal aspects; (4) using a co-op advisory committee; (5) public relations; (6) coordination process; (7) enrollment process; (8) placement process; (9) evaluation process; (10) related instruction; and (11) competencies required in the planning, organizing, managing, and the evaluation of a cooperative education program. Examples, forms, and figures are included in some sections. (NLA)

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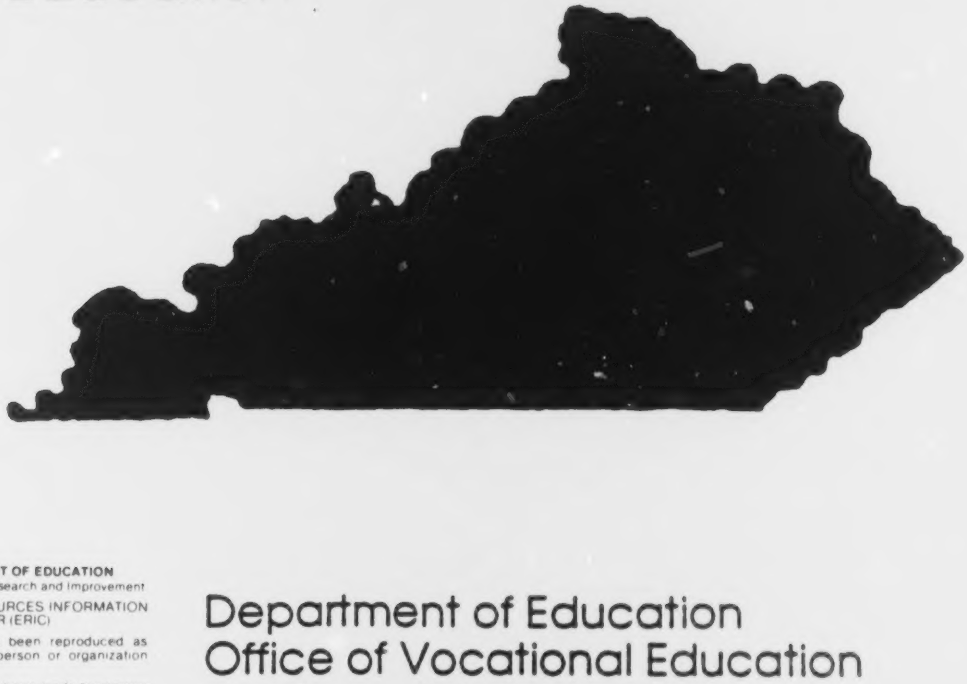
Coordinator's Handbook

Kentucky Cooperative Vocational Education



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COOPERATIVE VOCATIONAL EDUCATION HANDBOOK

(Revision)

JACK McELROY
Project Director

March, 1989
Department of Vocational Education
College of Education
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Lexington, Kentucky 40506

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The project director would like to thank the many individuals who have provided input on revising Kentucky's Cooperative Education Handbook.

A special thanks is also expressed to the Cooperative Education Task Force for their many hours of time and professional commitment to this project:

- Ron Baugh, Asst. Division Director
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A special thanks to Mary Ann Rogers, Office of Vocational Education, for typing, editing, and proofing expertise.

I am confident that this handbook will be a valuable resource for vocational educators who have responsibilities for cooperative education.

Audrey T. Carr
Associate Superintendent
for Vocational Education

FOREWORD

The Cooperative Education Handbook has been revised to assist Vocational Education personnel in planning, organizing, and implementing cooperative education activities. This handbook should be used by teachers, supervisors, and administrators in providing a basis for making decisions and standardizing cooperative education activities throughout Kentucky.

This handbook will be a useful reference in utilizing acceptable procedures to follow in carrying out daily activities and responsibilities of cooperative education.

The program area section within the handbook will be used to supplement the handbook with new policies and procedures that need to be initiated in your program area. The program areas within the Program Services Division in the Office of Vocational Education, State Department of Education, will be providing you with supplemental sheets from time to time to keep your co-op handbook up-to-date.

Jack McElroy
Project Director

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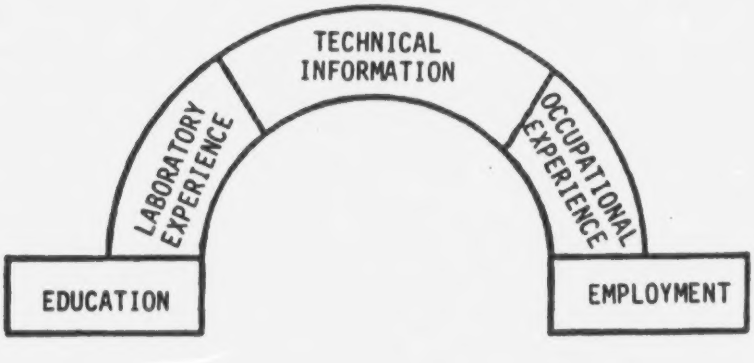
COOPERATIVE VOCATIONAL EDUCATION

Basic Philosophy

Cooperative Education refers to a program of education consisting of in-school instruction alternating with on-the-job work experience in a business or industrial establishment. These experiences must be planned and supervised by the school and the employer to ensure that each phase contributes to the student's education and career objective.

The controlling purpose of cooperative vocational education programs is the development of occupational competence; it uses employment in a real-life job as a source of learning. The school selects as a training agency a firm that will provide occupational experiences needed by the student, and the school coordinates the student's experiences. The business or industrial training should be strictly supplemental to the in-school program of instruction. Alternating periods of total in-school instruction must be at least as long as alternating periods in the business or industrial establishment. Cycles of participation can be on a daily, weekly, monthly or a term basis.



BRIDGING THE GAP

Requirements for Cooperative Education

1. The student must be enrolled in a preparatory vocational educational subject.
2. The cooperative program should be an integral part of the Program of Studies and described in the school catalog.
3. On-the-job training supplements the planned program of in-school instruction.
4. In-school cycles must be at least as long as on-the-job phases.
5. The school arranges with the employer for on-the-job training.
6. The school coordinates the training during the on-the-job phase of instruction.
7. The student is paid a salary for on-the-job phase of instruction.
8. Credit is granted for the cooperative education training.
9. A Training Plan/Agreement must be on file for each student.

Benefits

The basic purpose of the cooperative vocational education program is to prepare students for useful employment in the occupational field of their choice. It is recognized that cooperative vocational education can make a substantial contribution toward meeting full time job entry level employment. This program provides students with an opportunity to graduate as individuals who have adjusted to the world of work.

STUDENTS have an opportunity to . . .

1. learn, both on the job and in class, through meaningful experiences.
2. develop a greater sense of responsibility and dependability.
3. obtain an understanding of employment opportunities and responsibilities through direct on-the-job experience.

4. acquire attitudes, skills, and knowledge necessary for success in chosen occupations.

5. develop employability skills which cannot be taught in the classroom setting.

6. develop work habits necessary for individual maturity and job competence.

7. obtain on-the-job training which can lead to full-time employment for the student after graduation from high school.

8. engage in exploratory activities which contribute to early vocational adjustment.

9. enter full-time employment market with work experience, thus enhancing chances of success and advancement.

10. possibly secure a higher salary when employed on a permanent job than would be received without the experience.

11. achieve a better attitude toward work and co-workers as well as improvement in interpersonal relations resulting from on-the-job training with experienced workers.

12. develop self-motivation for education and training.

SCHOOLS benefit because cooperative vocational education.. . . .

1. allows utilization of community resources to expand the curriculum and provides more individualized instruction.

2. enriches the curriculum by providing occupational experiences needed in the effective preparation of specific occupational goals.

3. gives a means of evaluating the efficiency and effectiveness of the vocational curriculum.

4. increases holding power of the school by helping students clarify career goals and providing a practical means of reaching them.

5. provides an opportunity for school personnel to keep informed of constantly changing procedures and practices; thus, course content can be updated accordingly.

6. utilizes the facilities of cooperating employers in the community as a laboratory for practical training.
7. enables a stronger vocational program to be developed by combining the efforts of employers and school personnel in job training.
8. furthers and maintains a close relationship between school and community.
9. furnishes the school with an excellent method of giving students a better understanding of the elements of good human relations in the work environment.

EMPLOYERS have an opportunity to . . .

1. reduce training costs by facilitating student transition from school life to the world of work.
2. obtain a highly motivated part-time worker who is receptive to instruction.
3. participate in a community endeavor to prepare people for occupational life and adult citizenship.
4. receive assistance in selecting qualified personnel.
5. benefit from better communication between educators and employers.
6. improve public image of the firm.
7. participate in planning the training for the student/trainee.

THE COMMUNITY benefits because cooperative vocational education:

1. introduces local employment opportunities to students.
2. helps prevent the number of unemployed students at the conclusion of their instructional program.
3. encourages students to stay in the community when they have already found their places in community life.
4. provides constant labor resources.
5. holds a number of youth in school longer and thus decreases the dropout rate.

6. provides a means for developing good community-school relations.

7. reduces delinquency.

School/Work Patterns

Approximately half of the cooperative program student/trainee's time is spent on the job and half in school. The patterns of alternation between school and work may vary between program areas and may differ between secondary and postsecondary programs. See the PROGRAM AREA SECTION and/or state staff in your program area.

The two most likely combinations of school/work patterns are:

> The parallel school/work pattern allows the student to work mornings and attend classes in the afternoon (or vice versa).
>
> The alternating cycle allows the student to attend school full-time for one, two, or more weeks and then work for that same period of time on a job--that is, two weeks in-school, two weeks at work; one month in-school, one month at work.

The alternating pattern makes it possible for the coordinator to place student/trainees further from school when training stations are available only at a considerable distance from the school site. Two students are usually assigned to the same work station in order that the employer will have one student/trainee on the job at all times.

Regardless of differences in school/work patterns, the related class instruction and on-the-job experiences must be correlated. All the coordination and operational procedures are also similar from program area to program area and from secondary to postsecondary level.

Coordination

Coordination is an educational activity directed toward the improvement of instruction by combining the efforts of all who influence the learner. Coordination involves selecting training stations, placing students, and evaluating student progress on the job.

In some program areas one person serves as coordinator while another teaches; in such cases communication and cooperation between two individuals must take place.

The cooperative vocational education teacher/coordinator has many responsibilities; it is a complex role that involves teaching, coordination, guidance and counseling, public relations and administration (see attachment 1: "Role of Teacher/Coordinator").

The primary role of the teacher/coordinator is teaching. Teaching involves directing a learning program that will permit student/trainees to master the skills, knowledge, and employability skills necessary for success in the world of work. Besides teaching, the teacher/coordinator must:

1. help student/trainees make the transition from school to work.
2. assist students in forming concepts and principles from their learning experiences outside of the classroom.
3. guide students in developing rational thinking and problem-solving skills.

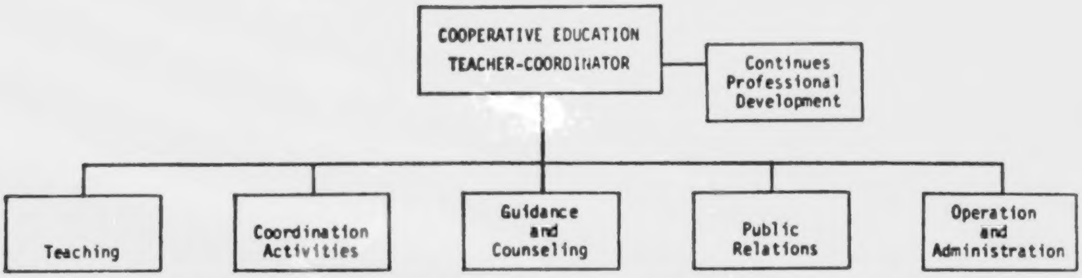
The teacher/coordinator is the key to a successful cooperative education program. The success of the program depends upon:

1. how well the teacher/coordinator performs the tasks included in these roles, and
2. how well the teacher/coordinator is able to plan and organize the work to maintain balance among the various functions.

The teacher/coordinator's effort should always be directed toward the primary program goal--preparing students to enter and advance in their careers. When assigning priority to tasks, the teacher/coordinator must constantly keep this objective in mind.

ATTACHMENT I

ROLE OF TEACHER/COORDINATOR


COOPERATIVE EDUCATION TEACHER-COORDINATOR
Continues Professional Development
Teaching
Coordination Activities
Guidance and Counseling
Public Relations
Operation and Administration

Teaching	Coordination Activities	Guidance and Counseling	Public Relations	Operation and Administration
Develops instructional plans Follows plans and timetables for the instructional program Determines program objectives Reviews and updates objectives Identifies instructional objectives and content Correlates instructional content with training experiences and student career objectives Expands related instruction to meet changing technology Evaluates student performance and progress Utilizes activities appropriate for the objectives, content, and students Maintains resource files Directs learning process Obtains assistance from others Evaluates the results of his/her teaching	Selects appropriate training agencies Prepares a Training Agreement for each student Prepares a Training Plan for each student Coordinates classroom activities with on-the-job training Evaluates student progress on the job with employer Makes on-the-job coordination and home visits and keeps records of them Provides for on-the-job participation experiences for students Gives needed information and training to training sponsors Makes sure safety provisions are followed at training station Evaluates training stations	Explains cooperative education program to students, parents and school officials Selects students for the cooperative education program and keeps records of each one Places students in appropriate training stations Counsels with students Acts as a training consultant to business and industry Follows up on student progress Works cooperatively with school guidance counselors Assists students in making adjustments Provides placement for graduates Maintains student records	Explains program to business, labor, civic and school groups Participates in local community functions Plans and prepares publicity Takes part in extra-curricular activities and other school duties Keeps in direct contact with school principal, superintendent, parents, business, industry, labor, and community Arranges and directs special events related to the program Develops promotional materials regarding the program Plans and conducts special events	Plans a well-rounded program of work Arranges for adequate classroom facilities Makes a community survey Organizes and supervises student organization Works with advisory committee Prepares necessary reports and budgets Conducts practical research Supervises student teachers Evaluates cooperative education programs

THE ADMINISTRATIVE PROCESS

Legal Basis

All vocational education programs, including the cooperative program, must meet specific Federal and state regulations. Therefore, well-designed administrative procedures are essential.

Administrative procedures are especially important at four stages of the cooperative program:

Initiating a new cooperative program

Making the application for program approval and funding--3 years

Filing the Annual Report by June 30 or as designated by your program area

Conducting the 5-Year Program Review/Accreditation

The Office of Vocational Education announcements of guidelines and regulations, as well as general suggestions relating to the cooperative program, are provided in this section. Additional administrative suggestions relating directly to teaching and coordination are covered in other sections.

The guidelines and regulations are issued by the Office of Vocational Education when necessary; they also change from time to time. The sections dealing with these announcements need continuous updating.

A new cooperative vocational education program should be initiated only after extensive planning to ensure development of a high-quality program.

The Carl D. Perkins Vocational Act of 1984 mandates that all programs funded with federal, state, and local funds be evaluated at least once every five years.

A summary of the Perkins Act is included for your review. You should be familiar with the purpose of this legislation.

THE CARL D. PERKINS VOCATIONAL EDUCATION ACT

The purpose of this Act is to:

1. Assist the states to expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the nation's existing and future work force for marketable skills and to improve productivity and promote economic growth;
2. Assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions;
3. Promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the states, and in making the vocational system more responsive to the labor market in the states;
4. Improve the academic foundations of vocational students and to aid in the application of newer technologies (including the use of computers) in terms of employment or occupational goals;
5. Provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills for which there is a demand in that state or employment market;
6. Assist the most economically depressed areas of a state to raise employment and occupational competencies of its citizens;
7. To assist the state to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of this Act;

8. Improve the effectiveness of consumer and homemaking education and to reduce the limiting effects of sex-role stereotyping on occupations, job skills, levels of competency, and careers.
9. Authorize national programs designed to meet designated vocational education needs and to strengthen the vocational education research process.

INITIATING A PROGRAM

Planning for the cooperative phase of a vocational education program should begin at least a year in advance. Contact your Regional Coordinator in the Regional Vocational Education Office for dates to submit an application for program approval.

Briefly, administrative approval must be obtained for initiating a new program as well as adoption of necessary policies. Operational procedures need to be adopted. Occupational surveys of the community must be made and student interest determined. The curriculum may need to be determined and/or revised, and enrollment procedures must be identified.

The cooperative education program may be initiated by an interested vocational teacher, vocational directors, school administrators, and/or business and industry people.

Administrative Responsibilities in Determining Need and Feasibility and in Initiating a Co-op Program

1. Secure permission from all necessary school officials to investigate the need.
2. Learn how cooperative vocational education operates, who is responsible for organization and administration, and what responsibilities and functions teacher/coordinators and related subject teachers have.
3. Contact your program area state staff for appropriate bulletin about state requirements (see program area). Determine whether the guidelines and forms in the Special Inserts in this section are up to date; if not, substitute current ones.

4. Prepare a basic outline of the plan and schedule you intend to follow in determining the need for cooperative vocational education and submit to appropriate administrative officials.

5. Request assistance in determining the need for cooperative vocational education from your Regional Coordinator in the Regional Vocational Education Office.

6. Contact key individuals among employer, employee, school, service organizations and other agencies regarding the advisability of establishing cooperative vocational education.

7. Appoint a planning committee.

8. Have a planning committee meeting at which time the following points are emphasized:

   a. Function of committee
   b. Objectives of proposed cooperative vocational education
   c. General knowledge of cooperative vocational education
   d. Proposed plan of action

9. Conduct a student survey to determine student needs and interests (and to determine businesses that already employ students as part-time workers). Factors to consider are:

   a. Students' career plans and interests
   b. Students' plans for further education
   c. Students' interests in occupations for which training can be provided
   d. Students' type of part-time employment, hours worked, and income earned
   e. Students' perceived relevance of schools offerings for personal needs
   f. Cumulative records such as measurable results of aptitudes, achievement, and interests, as well as students' progress and adjustment to the school environment.

10. Make a local occupational survey to determine the number and types of training stations available. Sources of assistance in gathering occupational need data are:

   a. Planning committee
   b. Department Employment Services
   c. Comprehensive human resource planning committee for local area
   d. Chamber of Commerce
   e. United States Census statistics
   f. Service clubs
   g. Labor groups

   h. Counselors
   i. Trade Associations
   j. Regional Coordinator in Regional Vocational Education Office
   k. Job Training Partnership Act of 1982 (see Attachment 1)
   l. School Placement and Follow-up Officer

11. Determine whether cooperative vocational education will fit into the total school program answering the following questions:

   a. Are there sufficient physical facilities, room, and equipment available?
   b. Can instructional materials be made available?
   c. Can the school meet the requirements of the Kentucky State Plan?
   d. Are instructional personnel available in the occupational area?
   e. Is the school near enough to the employment community so that students can get to the training stations from school and home without undue difficulty?
   f. How many students are not employed?
   g. What courses, if any, must be added for effective operation?

12. Determine whether it is feasible to offer cooperative vocational education using the following sources of data:

   a. Student interest survey
   b. Parent interest survey
   c. School Board recommendations
   d. Guidance counselor recommendations
   e. Faculty recommendations
   f. Employment data

13. Devise a tentative written plan, including: philosophy, objectives, policy formation, control, procedures, responsibilities of personnel, organizational structure and general supervision, broad advisory functions, and an estimated total cost and budget.

14. Select and/or hire teacher/coordinator(s).

   a. Determine the number of part-time and/or full-time teacher/coordinators required.
   b. Recruit qualified teacher/coordinator(s). Contact the Program Area for details in your occupational area.
   c. Consider state requirements and essential personal characteristics when selecting a teacher/coordinator by answering the following questions:

      1. Does the teacher/coordinator have the required professional and technical training for the particular occupational program to be installed?

2. Does the teacher/coordinator have the required occupational experience?
3. Does the teacher/coordinator have a deep interest in students?
4. Does the teacher/coordinator believe in cooperative vocational education and the need for it in the school and community?
5. Will the teacher/coordinator be respected as a teacher and a faculty member by students and faculty?
6) Will the teacher/coordinator be respected by members of the employment community?
7. Will the teacher/coordinator be an active participant in school and community affairs?
8. Does the teacher/coordinator have a commitment to keep up with changes in the field?

Teacher/Coordinator Responsibilities in Developing Co-Op Operational Plan

1. Decide upon the type(s) of school/work pattern that is best.

2. Study lead-in courses which students may have taken and identify prerequisites.

3. Determine credit hours for the related class and on-the-job experiences (See Program Area Section of the Kentucky Program of Studies).

4. Specify how the students' grades will be determined for both the related instruction and on-the-job experiences (See Evaluation Section).

5. Describe characteristics of students to be served.

6. Identify occupations for which training will be given.

7. Secure space, classrooms, telephone, office, instructional materials, etc.

8. Plan the appointment of an advisory committee.

9. Publicize continuous progress in the development of cooperative vocational education.

10. Inform school faculty of cooperative vocational objectives and how it will operate.

11. Inform parents about cooperative vocational education.

12. Identify individual students who would benefit from and be interested in cooperative vocational education. Survey other faculty members who can provide this information as well as information relative to students' strengths and weaknesses.

GUIDELINES FOR OPERATING COOPERATIVE EDUCATION PROGRAMS

I. Purpose

The cooperative method of vocational education must place each student in a job that will further develop his/her occupational goal. While other forms of work experience may be worthwhile in teaching work values or helping to alleviate economic problems of the student, unless the educational objectives of the occupation he/she is in training for can be met by the work activities, the placement is not justifiably called cooperative education. The need of the student to become employable in the phase of an occupation for which that student is most suited must be the uppermost goal of each co-op placement.

II. Participating Student Requirements

A. Students from 18-21 years of age must have a certificate of age on file with the employer. This may be a birth certificate, a baptismal record, bible record, or a comparable record. Students under 18 must comply with special labor laws. For information see the Kentucky Child Labor Bulletin and the Federal Wage and Hour Publication #101.

B. Enrollees must have taken the basic skill prerequisites required by the occupational program they are pursuing before placement in a cooperative training station, and be recommended by their instructor.

C. A student in the cooperative program must be enrolled in a related class while alternating the periods of work and periods of school attendance.

D. Co-op should provide employment opportunities for all types of students, regardless of their handicap or disadvantaged condition. Carefully chosen co-op stations may make a significant difference in the success chances of these students.

III. Student Attendance Accounting

A. Each vocational program area may establish a minimum amount of class time for which credit may be received.

B. To receive attendance credit, the co-op student must be on the job at least as many hours as he/she would have been in school in full time attendance.

C. Each co-op teacher/coordinator is to have a system for documenting the hours worked by each student who is counted in school attendance for the time on the job, and there is to be a system for the employer to report to the school if the student fails to show up on the job.

IV. Student Evaluation and Credit

A. A system for the student's work supervisor to evaluate the performance of the student should be incorporated into all programs.

B. Secondary students may receive no more than three credits for the combined related class and co-op work experience.

V. Training Plan and Agreement

Each student is to have a training plan that spells out what he/she needs to learn and practice while at the co-op training station. There must be a Training Plan/Agreement written and signed by the student, the employer, and the school. The agreement will spell out the responsibilities of each party and serves as a basis for the employer's complying with the training plan. Each student's training agreement is to be kept on file and available for program review by office staff and Federal and state auditors.

VI. Program Reporting

A. Annual Co-Op Employment Summary Sheet is to be submitted at the close of the school year and will summarize, by O.E. code, the wages earned during the year for students enrolled in each co-op project. All other statistical data is to be compiled from the class roster. It is crucial that all students participating in co-op be clearly and accurately identified on the appropriate class roster.

B. Some program areas may require the completion of a monthly report on co-op placements. If your program area requires a monthly report, mail it to the person in that program unit responsible for co-op and not to the state coordinator for cooperative education.

VII. Approvable Expenditures

Each educational agency planning to implement a cooperative education program is to complete a "Local Application". In Section I, of the application, the agency will indicate planned enrollment of students in co-op, Section IV of the local application program objectives will be detailed relating to co-op. In Section VII, the agency will indicate anticipated expenditures for co-op including teacher travel for supervision, equipment and materials needed to implement the program.

VIII. Teacher/Coordinator Requirements

A. Help the student understand the duties he/she will be expected to perform and introduce the student and employer to each other.

B. Help the student acquire the proper attitude and maturity to be a successful employee.

C. Serve as a communication link between the school and the community.

D. Develop training plans and agreements, with the input of the vocational teachers, between the student and the employer.

E. Inform employers of the appropriate State and Federal Laws: i.e., Child Labor, Wage and Hour, Revenue, Equal Rights, etc.

F. Work closely with the vocational and general faculty members to develop positive attitudes toward the co-op program. This support is vital to the success of the program.

G. Keep up-to-date with the professional duties and responsibilities of the job. Several avenues of professional development exist, including:

1. continuing education and training.
2. professional in-service opportunities sponsored by the State Department of Education and the Office of Vocational Education.
3. technical up-date workshops for improving technical competence.

4. membership in professional associations American Vocational Association, Kentucky Vocational Association, KIEA, CEAK, (see below) and other professional organizations related only to a specific vocational area.

Cooperative Education Association of Kentucky CEAK

CEAK works to promote cooperative education throughout the state and region.

Membership in the Cooperative Education Association of Kentucky entitles you to: full voting privileges, newsletters, an employer institution forum, legislative information, consulting services, and participation at meetings and mini-conferences.

IX. Requirements for an Approvable Co-op Plan

A. Each vocational program utilizing cooperative education as an instructional method should submit a local plan for vocational education.
B. Local application must provide the following information:

1. Purpose and objectives of the program
2. Plan of operation
3. Number of students expected to be served
4. Occupational area to be served
5. Evidence of seeking input from the community including an active advisory committee
6. Evaluation procedures are developed
7. Private, nonprofit school students in the co-op project shall be under the administrative control of the public school

X. Sources of Further Information

A. Local Planning Handbook

B. Annual and Five Year State Plans for Vocational Education

C. The latest edition of the Coordinators' Handbook for Cooperative Education

D. The state coordinator of cooperative education, Office of

Vocational Education

E. Program area supervisors, Office of Vocational Education

ATTACHMENT I

JOB TRAINING PARTNERSHIP ACT OF 1982

The Job Training Partnership Act of 1982 marshals Federal, state, and local resources to help prepare economically disadvantaged and long-term unemployed people to become productive labor force members. For the first time, the private sector has equal responsibility with government in shaping Federally funded job training programs. Through their chief elected officials and private industry councils (PIC's), localities have considerable flexibility to decide how funds will be administered and how programs will be designed and managed.

Businesses status as an equal partner is reflected in the PIC's joint policy making responsibilities with the chief local elected official. Through the Job Training Partnership Act, the private sector has unprecedented latitude to shape local job training programs.

The Job Training Partnership Act has five sections:

Title I	Sets up the state/local delivery system and addresses general program and administrative issues, delineating the public/private partnership.
Title II	Authorizes funding that sets requirements for local training services for disadvantaged youth and adults. It outlines population groups eligible for Title II assistance and the variety and limitations on Title II programs and services. Title IIA funds are for adult and year-round youth programs, with IIB money for summer youth activities.
Title III	Establishes a state-administered program for dislocated workers.
Title IV	Establishes funding and requirements for federally administered programs.
Title V	Amends the Wagner-Peyser Act (which authorizes the Federal/state employment service) and other laws to foster coordination with the job training system.

LEGAL ASPECTS

COMPLIANCE

The cooperative vocational education teacher/coordinator must be aware of the legal aspects related to student employment. This section provides guidelines for program operation and includes a variety of requirements for equal access through labor laws.

Responsibility of the Teacher/Coordinator

The teacher/coordinator is not a law enforcement officer, but is expected to inform administrators and employers when they may be violating regulations. Child Labor, Wage and Hour, Social Security, Workmen's Compensation, Labor, Civil Rights, and Occupational Safety and Health laws apply to students and the training stations where they are placed. Therefore, the teacher/coordinator is expected to know legislation which influences cooperative vocational education and sources for guidance in compliance with these laws.

If an employer refrains from complying with the law, the teacher/coordinator should discontinue the cooperative arrangement and seek another training station for the student. Failure to comply with legislation may risk the student's health, safety, or welfare; damage the image of the program; and expose the coordinator to criticism, or even legal action. Problems of violations are best avoided by selecting suitable training stations and by drawing up a written training plan and agreement which specifies conditions that insure compliance with regulations.

The teacher/coordinator should maintain a file containing information on legal matters and state and Federal publications as resources for themselves and for employers. Where specific problems exist, the teacher/coordinator should contact state and/or Federal agencies to clarify the legal requirements.

The teacher/coordinator should use good professional practices designed to safeguard the welfare of the student/trainee and to comply with current Federal, state, and local laws. The information in this section is designed to provide guidance and inform coordinators of these legal issues.

Recommended Publications

Child Labor Requirements in Non-Agricultural Occupations
W. H. Publication 1330 (Child Labor Bulletin No. 101)
U.S. Department of Labor

Employment of Full-Time Students at Sub-minimum Wages
Title 29, Part 519, U.S. Department of Labor

Employment of Student Learners
Title 29, Part 520, U.S. Department of Labor

Employment of Learners Under the Fair Labor Standards Act
Title 29, Part 522, U.S. Department of Labor

Employment of Student Workers
Title 29, Part 527, U.S. Department of Labor

Kentucky Labor Laws (Annotated), 1986
Kentucky Labor Cabinet

Kentucky Administrative Regulations:
803 KAR 1:005 - Employer/Employee Relationship
803 KAR 1:090 - Handicapped, Sheltered Workshop and Student Employee Wages
803 KAR 1:100 - Child Labor

Publications and additional information may be obtained from various sources.

Federal Wage and Hour: The state is divided into two sections. Contact the section that relates to your area of the state.

Eastern Kentucky
Wage and Hour Division
U.S. Department of Labor
1460 Newtown Road
Lexington, KY 40505
(606] 233-2416

Western Kentucky
Wage and Hour Division
U.S. Department of Labor
Room 187E, 600 Federal Place
Louisville, KY 40202
(502) 582-5226

State:

Division of Employment Standards & Mediation
Kentucky Labor Cabinet
U.S. 127 South
Frankfort, KY 40601
(502) 564-2784

Civil Rights

The Office for Civil Rights issued guidelines for elimination, discrimination, and denial of service in vocational education programs on the basis of race, color, national origin, sex, and handicap in 1979. Compliance reviews and surveys of enrollments are required for all vocational education.

Factors included in these guidelines are:

1. sex fair eligibility requirements.
2. sex fair admission tests.

For additional information regarding guidelines, contracts:

Office of Standards
Policy and Research
Department of Health, Education, and Welfare
Office of Civil Rights
330 Independent Avenue, S.W.
Washington, DC 20201

Carl D. Perkins Vocational Education Act 1984

Section III (b) (1) and Section 201 (f) and (g) of the Carl D. Perkins Vocational Education Act of 1984 requires the elimination of sex bias and sex stereotyping from vocational programs, services, and activities, and meeting the unique needs of single parents and homemakers who need marketable skills.

Sex bias means behavior resulting from the assumption that one sex is superior to the other.

Sex stereotyping means attributing behavior, abilities, interests, values, and roles to a person or group of persons on the basis of sex. Sex discrimination means any action which limits or denies a person or a group of persons opportunities, privileges , roles, or rewards on the basis of their sex.

Section 204 (a) (1] and (2) of the Carl D. Perkins Act requires that eligible recipients utilizing Federal funds for disadvantaged and handicapped provide assurances that individuals who are disadvantaged or handicapped will be provided equal access in recruitment, enrollment, and placement activities and are to be provided full range of vocational programs available to nondisadvantaged and nonhandicapped individuals, including occupational specific courses of study, cooperative education, and apprenticeship programs.

Additional information on equal access may be obtained from:

Office of Equal Educational Opportunities
Department of Education
Capital Plaza Tower
Frankfort, KY 40601

Equal Access Legislation

Discrimination on basis of race, color, national origin, sex, and handicap is prohibited in vocational programs. These civil rights statutes and regulations apply to vocational education programs.

Discrimination is prohibited in admission, recruitment, treatment of students, academic requirements, financial and employment practices, nonacademic services, and health, welfare, and social services. Such legislation includes:

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, and national origin in any program or activity receiving Federal financial assistance. The Department of Health, Education, and Welfare issued regulations implementing Title VI in 1965. Revisions were made in regulations in 1973 and 1980.

Title VII of the Civil Rights Act of 1964 as amended by P.L. 96-191 in 1980 prohibits the use of an individual's race, color, religion, sex, or national origin as a basis for employment, compensation, terms, condition, or privileges when there are fifteen or more employees.

The Kentucky Civil Rights Act, KRS Chapter 344 prohibits the use of an individual's race, color, religion, national origin, or sex as a basis for compensation, terms, condition, or privileges of employment where there are eight or more employees--344.040.

Forced retirement at age 70 is no longer a requirement.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs receiving or benefiting from Federal financial assistance. The Department issued regulations implementing Title IX in 1975 and reissued regulations in 1980.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap in any program or activity receiving Federal financial assistance. The Department of Health, Education, and Welfare issued regulations implementing Section 504 in 1977, and in 1980, new regulations were reissued.

Section 503 of the Rehabilitation Act of 1973 deals with affirmative action guidelines for employers. Basically, any employer doing business with the Federal government must take affirmative action to recruit, hire, and train qualified handicapped persons if the government contract involves more than $2,500. If the contract with the government involves a sum of $50,000 or more, and fifty or more persons are employed, the contractor must develop an affirmative action plan listing the sources from which handicapped persons will be recruited. Cooperative vocational education programs may be listed as one of these sources.

Rehabilitation Act Amendments of 1986, passed October 2, 1986, addresses Sectlsections 503 and 504. To date, regulations have not been issued for this new legislation; however, no substantial changes are noted in these two sections.

Employment Legislation

The Fair Labor Standards Act provides minimum wage, overtime, equal pay and child labor standards. The child labor provisions regulate the hours of employment and the kinds of work that may be performed by minors. However, there are exceptions for the employment of student/learners which eliminates some of these restrictions. There are, in addition, other Federal regulations and laws which relate to youth employment.

Child labor is regulated by Kentucky, Federal, and some local laws. State laws differ from Federal laws in their minimum wage regulations, and are often wider in scope than the Federal law. When establishments are covered by both Federal and state laws, the more restrictive standards prevail.

Child Labor Law

HOURS OF WORK PERMITTED FOR MINORS 14 BUT NOT YET 18 YEARS OF AGE

AGE	MAY NOT WORK BEFORE	MAY NOT WORK AFTER	MAXIMUM HRS. WHEN SCHOOL IS IN SESSION	MAXIMUM HRS. WHEN SCHOOL IS NOT IN SESSION
14 and 15 yrs	7:00 am	7:00pm (9:00pm June 1 thru Labor Day	3 hrs.per day 18 hrs. per week	8 hrs. per day 40 hrs. per week
16 and 17 yrs	8:00 am	11:30 pm Sun. thru Thurs. 1:00am Fri. & Sat. when school is in session	6 hrs. per day Mon thru Fri. 8 hrs. per day Sat. & Sun. 40 hrs. per week	No restrictions

Minors under 14 years of age shall not be permitted to work at any gainful occupation at any time, except for employment in connection with an employment program supervised and sponsored by the school and approved by the Department of Education.
Minors under 18 years of age shall not be permitted to work more than five (5) hours continuously without an interval of at least thirty (30) minutes for a lunch period.

Definitions:
Section 1.(1) "School in session" means that time which an individual student is required to be in school as established by local school district authorities.
(2) "School not in session" means period of time not included in subsection (1) of this section.

KENTUCKY CHILD LABOR LAW

HOURS OF WORK PERMITTED FOR MINORS 14 BUT NOT YET 18 YEARS OF AGE

AGE	MAY NOT WORK BEFORE	MAY NOT WORK AFTER	MAXIMUM HOURS WHEN SCHOOL IS IN SESSION	MAXIMUM HOURS WHEN SCHOOL IS NOT IN SESSION
14 and 15 Years	7:00 A.M.	7:00 P.M. (9:00 P.M. June 1 through Labor Day)	3 Hours per Day 18 Hours per Week	8 Hours per Day 40 Hours per Week
16 and 17 Years	6:00 A.M.	11:30 P.M. Sunday through Thursday, 1:00 A.M. Friday and Saturday When School is in Session	6 Hours per day Monday through Friday 8 Hours per Day Saturday and Sunday 40 Hours per week	NO RESTRICTIONS

Minors under 14 years of age shall not be permitted to work at any gainful occupation at any time, except for employment in connection with an employment program supervised and sponsored by the school and approved by the Department of Education.

……

Minors under 18 years of age shall not be permitted to work more than five (5) hours continuously without an interval of at least thirty (30) minutes for a lunch period.

……

Definitions

Section 1 (1) "School in session" means that time which an individual student is required to be in school as established by local school district authorities

(2) "School not in session" means period of time not included in subsection (1) of this section

Minors 14 but not yet 16 years of age may NOT be employed in:

Any manufacturing, mining, or processing occupations, including occupations requiring the performance of any duties in work rooms or work places where goods are manufactured, mined, or otherwise processed; occupations which involve the operation or tendingof hoisting apparatus or any power-driven machinery other than office machines; operation of motor vehicles or service as helpers on such vehicles; public messenger service; occupations in connection with: transportation of persons or property by rail, highway, air, water, pipeline, or other means, warehousing and storage, communications and public utilities, construction (including demolition and repair).

OCCUPATIONS PROHIBITED FOR ALL MINORS UNDER 18 YEARS OF AGE

1. *Occupations in or about Plants or Establishments Manufacturing or Storing Explosives or Articles containing Explosive Components*
2. *Motor Vehicle Driver and Outside Helper*
3. *Coal Mine Occupations*
4. *Logging or Sawmill Operations*
5. *Operation of Power Driven Woodworking Machines*
6. *Exposure to Radioactive Substances*
7. *Operation of Power-Driven Hoisting Apparatus*
8. *Operation of Power Driven Metal Forming, Punching, and Shearing Machines*
9. *Mining, other than coal*
10. *Slaughtering, Meat Packing or Processing, or Rendering*
11. *Operation of Bakery Machines*
12. *Operation of Paper Products Machines*
13. *Manufacture of Brick, Tile and Kindred Products*
14. *Operation of Circular Saws, Band Saws, and Guillotine Shears*
15. *Wrecking, Demolition and Shipbreaking Operations*
16. *Roofing Operations*
17. *Excavating Operations*
18. *In, about or in connection with any establishment where alcoholic liquors are distilled, rectified, compounded, brewed, manufactured, bottled, sold for consumption or dispensed*
19. Pool or billiard room

PROOF OF AGE REQUIRED FOR MINORS 14 BUT NOT 18 YEARS OF AGE

NONDISCRIMINATION OF WAGE PAYMENTS BASED ON SEX

(KRS 337.420 to 337.433 and KRS 337.992)

C-7

DEFINITIONS:

EMPLOYEE —
Any individual employed by any employer, including but not limited to individuals employed by the State or any of its political subdivisions, instrumentalities, or instrumentalities of political subdivisions.

EMPLOYER —
A person who has two or more employees within the State in each of twenty or more calendar weeks in the current or preceding calendar year and an agent of such a person.

WAGE RATE —
All compensation for employment, including payment, in kind and amounts paid by employers for employee benefits, as defined by the Commissioner in regulations issued under this Act.

PROHIBITION OF THE PAYMENT OF WAGES BASED ON SEX:
The employer is prohibited from discriminating between employees of opposite sexes in the same establishment by paying different wage rates for comparable work on jobs which have comparable requirements. This prohibition covers any employee in any occupation in Kentucky. Any employer violating this Act shall not reduce the wages of any employee in order to comply with the Act.
No employer can discharge or discriminate against any employee for the reason that the employee sought to invoke or assist in the enforcement of this Act.

EXEMPTIONS FROM COVERAGE:
A differential paid through an established seniority system or merit increase system is permitted by the Act if it does not discriminate on the basis of sex.
Employers subject to the Fair Labor Standards Act of 1938, as amended, are excluded "when that act imposes comparable or greater requirements than contained" in this Act. However, to be excluded, the employer must file with the Commissioner of the Kentucky Department of Labor a statement that he is covered by the Fair Labor Standards Act of 1938, as amended.

ENFORCEMENT OF LAW AND POWER TO INSPECT:
The Commissioner of Labor or his authorized agent has the power to enter the employer's premises to inspect records, compare character of work and operations of employees, question employees, and to obtain any information necessary to administer and enforce this Act.
The Commissioner or his authorized representative has the power to hold hearings, subpoena witnesses or documentary evidence, and examine witnesses under oath. If a person fails to obey a subpoena, the circuit court of the judicial district wherein the hearing is being held may issue an order requiring the subpoena to be obeyed. Failure to obey the court order may be punished as a contempt of that court.

COLLECTION OF UNPAID WAGES:
Any employer who violates this Act is liable to the employee or employees affected in the amount of the unpaid wages. If the employer violates this Act willfully by reducing wages in order to comply with it, he is liable for an additional equal amount as liquidated damages. The court may order other appropriate action, including reinstatement of employees discharged in violation of this Act.
The employee or employees affected may maintain an action to collect the amount due. At the written request of any employee, the Commissioner of Labor may bring any legal action necessary to collect the claim for unpaid wages in behalf of the employee.
An agreement between an employer and employee to work for less than the wage to which such employee is entitled will not bar any legal action or voluntary wage restitution.

STATUTE OF LIMITATIONS:
Court action under this Act may be commenced no later than six months after the cause of action occurs.

POSTING OF LAW:
All employers subject to this Act shall post this abstract in a conspicuous place in or about the premises wherein any employee is employed.

PENALTIES:
"Any person who discharges or in any other manner discriminates against an employee because such employee has:
"(a) made any complaint to his employer, the Commissioner, or any other person, or
"(b) instituted or caused to be instituted any proceeding under or related to this Act or
"(c) testified or is about to testify in any such proceedings, shall, upon conviction thereof, be subject to a fine of not less than five-hundred dollars, or by imprisonment for not more than six months, or by both such fine and imprisonment."

For Further Information Contact:

DIVISION OF EMPLOYMENT STANDARDS AND MEDIATION
U.S. 127 BUILDING
FRANKFORT, KENTUCKY 40601
PHONE: (502) 564-2784

BEST COPY AVAILABLE

Proof of Age

Students 14 to 18 years of age are required to provide proof of age with a driver's license, birth certificate, certificate of age from a local School Board, or an Employment Eligibility Verification form 1-9 from U.S. Department of Justice.

Proof of Citizenship

Proof of citizenship information may be obtained from the Employment Eligibility Verification (Attachment 5).

Hazardous Occupations

The employment of 14 and 15 year old minors is limited to certain occupations which do not interfere with their schooling, health, or well-being. In addition, older youths may not be employed in certain jobs. These usually involve occupational hazards or jobs restricted under the Fair Labor Standards Act or the more restrictive Kentucky Child Labor Law. Check with the Kentucky Labor Cabinet if the Child Labor poster does not provide sufficient information.

In order to comply with Federal hazardous occupation regulations and to help guarantee the safety of the students, the teacher/coordinator must be familiar with the farm and non-farm hazardous occupation orders (29CFR570 Hazardous Occupations). The Fair Labor Standards Act provides a minimum age of 18 years for any non-farm occupation which the Secretary of Labor has determined to be particularly hazardous for 14, 15, 16, and 17 year old persons, or detrimental to their health and well-being. Some of these occupations include jobs in or about plants manufacturing or storing explosives, coal mine occupations, logging, occupations involved in the operation of power driven woodworking machines, and occupations involved in roofing.

Student/learners and apprentices 16-18 years old may be exempt from certain hazardous non-farm occupations, however, these exemptions are limited and are dependent on conditions provided certain precautions are taken. The required precautions and conditions are specified in the Department of Labor's Child Labor Bulletin No. 101 (Publication WH 1330). Agricultural employment in production agriculture (on farm) is exempt from this regulation.

Minimum/Subminimum Wage

Teacher/coordinators and students must be aware of those occupations and businesses which are covered by Federal and state minimum wage laws. The following employees are covered by Federal Minimum Wage Law:

> All employees of certain enterprises who have workers engaged in interstate commerce, producing goods for interstate commerce, or handling, selling, or otherwise working on goods or materials that have been moved in or produced for such commerce by any person are covered by the Act.
>
> A covered enterprise is the related activities performed through unified operation or common control by any person or persons for a common business purpose and is:
>
> 1) engaged in laundering or cleaning of clothing or fabrics; or
>
> 2) engaged in the business of construction or reconstruction; or
>
> 3) engaged in the operation of a hospital; an institution primarily engaged in the care of the sick, the aged, the mentally ill or defective who reside on the premises; a school for mentally or physically handicapped or gifted children; a preschool, and elementary or secondary school; or an institution of higher education (regardless of whether or not such hospital, institution or school is public or private or operated for profit or not for profit).
>
> Federal employees are subject to the minimum wage, overtime, child labor and equal pay provisions of the Act. Employees of state and local governments are subject to the same provisions, unless they are engaged in traditional governmental activities, in which case they are subject to the child labor and equal pay provisions only. The Supreme Court has indicated that such traditional governmental activities include schools, hospitals, fire prevention, police protection, sanitation, public health, parks, and recreation.

Employees who are not employed in a covered enterprise may still be entitled to the Act's minimum wage, overtime pay, equal pay, and child labor protection if they are individually engaged in interstate commerce. These include:

1) communication and transportation workers;
2 employees who handle, ship, or receive goods moving in interstate commerce;
3) clerical or other workers who regularly use the mails, telephone, or telegraph for interstate communication or who keep records on interstate transactions;
4) employees who regularly cross state lines in the course of their work,
5) employees of independent employers who perform clerical, custodial, maintenance, or other work for firms engaged in commerce or in the production of goods for commerce; and
6) domestic service workers such as maids, day workers, housekeepers, chauffeurs, cooks, or full-time baby sitters, may be covered under some circumstances.

There may be times when student/learners will have to be employed at less than minimum wage in order to prevent a curtailment of employment opportunities. Teacher/coordinators must be familiar with required Subminimum Wage Certificate Requests (permits or certificates which enable an employer to employ a student/learner at subminimum wage), the processes of application, and the conditions governing the issue of the certificate.

The law provides for the employment of certain workers at rates lower than the statutory minimum. Individual certificates are granted for students working part-time in employment related to courses they are studying in school and when such employment has been arranged by the teacher/coordinator of cooperative education in the school the student is attending. The employer must file a subminimum wage certificate request for each student they will employ from a co-op program at less than the minimum wage.

The U.S. Department of Labor, Wage and Hour publication, Employment of Full-Time Students of Subminimum Wages, provides guidance on meeting Federal wage standards. 803 KAR 1:090 Handicapped, Sheltered Workshop and

ES-57
7-15-86

KENTUCKY LABOR CABINET
DIVISION OF EMPLOYMENT STANDARDS AND MEDIATION
U.S. 127 SOUTH
FRANKFORT, KENTUCKY 40601

APPLICATION FOR A CERTIFICATE TO EMPLOY STUDENT AT SPECIAL MINIMUM WAGE

This is an application only and does not authorize payment of wages below the minimum wages applicable under KRS 337.275.

NAME and ADDRESS of EMPLOYER:

____

____

TOTAL NUMBER OF FULL-TIME EMPLOYEES PRESENTLY EMPLOYED: __________

NAME and ADDRESS of STUDENT TO BE EMPLOYED AT SPECIAL MINIMUM WAGE: __________

____

____

SOCIAL SECURITY NUMBER OF STUDENT: __________. MINIMUM HOURLY WAGE TO BE PAID STUDENT (not less than 85% of statutory minimum) __________

HOURLY WAGE PAID TO OTHER EMPLOYEES DOING THE SAME TYPE OF WORK: __________

Will the employment of this student reduce the full-time employment opportunities for persons other than the student employed under this certificate? Yes____ No____

Are there any abnormal labor conditions, such as strike or lockout, in existence at your establishment? Yes____ No____ If answer is yes, please explain ________

____

Have you ever been cited for any violations of any minimum wage or child labor laws? Yes____ No____ If answer is yes, give approximate dates and violations which existed ______________________________

I certify that I have read the application and to the best of my knowledge the answers and information given in response to the questions are true.

____
Signature and Title of Employer or
Authorized Representative

____
Date

C-11

ES-60
7-15-86

KENTUCKY LABOR CABINET
DIVISION OF EMPLOYMENT STANDARDS AND MEDIATION
FRANKFORT, KENTUCKY 40601

CERTIFICATE AUTHORIZING EMPLOYMENT OF FULL-TIME STUDENT AT SPECIAL MINIMUM WAGE

SAMPLE

TO WHOM IT MAY CONCERN: Pursuant to KRS 337.295 and regulations issued by the Commissioner of Workplace Standards, this certificate authorizes the employment of students at special minimum wages subject to the terms and conditions of regulations issued by the Commissioner of Workplace Standards.

DEFINITION: "Student" means a person who receives primarily daytime instruction at the physical location of a bona fide educational institution, in accordance with the institution's accepted definition of a student. A student retains that status during Christmas, Summer, and other vacations.

1. Name and address of Employer	2. Duration of certificate: Effective date: Expiration Date:
3. Name, address and social security number of student employee:	4. Rate at which student employee may be employed $ per hour

5. A student shall not be permitted to work at special minimum wages for more than twenty (20) hours a week.

6. Students shall be employed in compliance with the child labor requirements of KRS Chapter 339 and with any other Federal, State, or local child labor law or ordinance, and no provision of this certificate shall excuse noncompliance with higher standards applicable to students which may be established under any other Federal law, State law, or trade union agreement.

7. This certificate is subject to being revoked if the employer misuses it in any way.

NOTE: Students may not be employed at special minimum wage rates after the expiration date of this certificate, unless a new certificate has been obtained.

____
Signature of Commissioner of Workplace
Standards or his Authorized Representative

____
Title

OMB Approval No. 44-R0308

U.S. DEPARTMENT OF LABOR
Employment Standards Administration
Wage and Hour Division

Room 121, 1371 Peachtree St., N.E.
Atlanta, Georgia 30367

OFFICIAL USE ONLY
A. Control number ________
B. Effective date ________
C. Expiration date ________
D. Reviewing official ________

APPLICATION FOR AUTHORIZATION TO EMPLOY A STUDENT-LEARNER AT SUBMINIMUM WAGES

The school official's certification in Item 27 of the application provides temporary authority to employ the named student-learner under the terms proposed in the application which are in accordance with section 3(c) of the Student-Learner Regulations (29 CFR 520). The authority begins on the date the application is forwarded to the Regional Office of the Employment Standards Administration. At the end of 30 days, this authority is extended to become the approved certificate unless the Administrator or his/her authorized representative denies the application, issues a certificate with modified terms and conditions, or expressly extends the period of review. Note that the certificate is valid for no more than 1 school year and does not extend beyond the date of graduation.

READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM. PRINT OR TYPE ALL ANSWERS.

1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION:

2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD, OR SERVICES RENDERED:

5. PROPOSED BEGINNING DATE OF EMPLOYMENT *(Month, day, year)*	
6. PROPOSED ENDING DATE OF EMPLOYMENT *(Month, day, year)*	
7. PROPOSED GRADUATION DATE *(Month, day, year)*	
8. NUMBER OF WEEKS IN SCHOOL YEAR	
9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK	
10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING	

11. HOW IS EMPLOYMENT TRAINING SCHEDULED *(Weekly, alternate weeks, etc.)*?

12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SUBMINIMUM WAGES	
13. NUMBER OF HOURS OF EMPLOYMENT TRAINING A WEEK	
14. ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?	
15. WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?	

16. IF THE ANSWER TO ITEM 15 IS "NO", GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM:

3A. NAME AND ADDRESS OF STUDENT-LEARNER:

B: DATE OF BIRTH: *(Month, day, year)*

4. NAME AND ADDRESS, INCLUDING ZIP CODE, OF SCHOOL IN WHICH STUDENT-LEARNER IS ENROLLED:

17. TITLE OF STUDENT-LEARNER OCCUPATION:

18. NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT	
19. NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION	
20. MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19	

21. SUBMINIMUM WAGE(S) TO BE PAID STUDENT-LEARNER *(If a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid):*

22. IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? *(If not, see instructions).*	
23. IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE SERVICE CONTRACT ACT?	

ATTACH SEPARATE PAGES IF NECESSARY

Form WH-205
Rev. Aug. 1974

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24. OUTLINE THE SCHOOL INSTRUCTION *directly* RELATED TO THE EMPLOYMENT TRAINING *(list courses, etc.).*

25. OUTLINE TRAINING ON-THE-JOB *(describe briefly the work process in which the student-learner will be trained and list the types of any machines used).*

26. SIGNATURE OF STUDENT-LEARNER:

I have read the statements made above and ask that the requested certificate, authorizing my employment training at subminimum wages and under the conditions stated, be granted by the Administrator or his/her authorized representative.

(Print or type name of student)

Signature of Student

Date

27. CERTIFICATION BY SCHOOL OFFICIAL:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, and that the application is properly executed in conformance with section 520.3(c) of the Student-Learner Regulations.

(Print or type name of official)

Signature of School Official

Date

Title

Tel. No.

(Include Area Code)

28. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:

I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

(Print or type name of employer or representative)

Signature of employer or representative

Date

Title

Tel. No.

(Include Area Code)

ATTACH SEPARATE SHEETS IF NECESSARY

☆ U.S. G.P.O. 1976-621-736/5957

Student Employee Wages sets out the more restrictive Kentucky requirements. Subminimum wage certificates must be filed under both laws. The local Wage and Hour Office of the Federal and state labor agencies can provide additional information. However, certification from both Federal and state agencies must be obtained to employ students at subminimum wages. (See sample forms on C-11 and C-12.)

Social Security

Cooperative vocational education students must secure a social security number. Teacher/coordinators should be familiar with the social security law and with the different social security programs before placing students in a training station.

Each employer is required to give the student/learner a copy of the W-2 form which includes a statement of social security contributions deducted from his/her pay, as well as the amount of wages and other contributions. This is done in January and also when the student stops working for that employer. Receipts show the amount of wages that count for social security. For most kinds of work, wages paid in forms other than cash--the value of meals or living quarters--must be included. For domestic work in a private household or for farm work, only cash wages count.

Most student/workers are required to participate under the provisions of the Social Security Act. Major groups of persons not covered are some government employees and employees of certain nonprofit organizations. The Social Security Act does not cover children (under 21 years of age) employed by either parent.

Any student who is currently receiving Social Security benefits may earn only a specific amount each fiscal year. If you have such a student, check with the Social Security Administration office for up-to-date information on limitations to prevent loss of benefits.

Job Safety (OSHA)

Job safety and health on the job are dependent upon leadership by the employer, safe employment conditions, and safe work practices by employees. Accidents on the job may result in employee death or injury, property damage, production loss, and increased insurance rates, compensation, and other costs.

The Occupational Safety and Health Act was created for the purpose of assuring safe and healthful working conditions. The provisions of this law apply to every employer with one or more employees engaged in a business affecting interstate commerce. The Act requires employees to maintain employment conditions free of recognizable hazards causing, or likely to cause, death or serious physical harm. They also must comply with all occupational safety and health standards, rules, or regulations issued pursuant to the Act. When Congress passed the Act, it provided that any state might set up and manage its own safety and health program only if it were "at least as effective as" the Federal program. In Kentucky the OSHA Act is administered by the Kentucky Labor Cabinet. If you have questions about a work site condition, contact the Occupational Safety and Health Program, Division of Education and Training for information.

If unsafe or unhealthful conditions are discovered in a work site the student should be withdrawn immediately. If the employer is unwilling or unable to remedy the situation, the teacher/coordinator should consider other training sites.

Workers' Compensation Insurance

Working conditions should be carefully evaluated in determining the suitability of training stations. The school has some responsibility for the health, safety, and job satisfaction of students in the cooperative education program. Placement of students in training stations where the environment is unpleasant or not in keeping with generally accepted standards for the occupation causes dissatisfaction on the part of students, parents, and others who expect cooperative vocational education to maintain high standards. Some working conditions to consider in selected suitable training stations are:

1. Healthful and safe working conditions.
2. Convenience of location with respect to the student being able to get safely to work from school and home within a reasonable period of time.
3. Hours of work which allow the student sufficient time to keep up with school work, participate in recreation, and get adequate rest.
4. Adequate equipment and facilities to practice the occupation for which training is planned.
5. Compliance with local, state and Federal labor regulations regarding wages, hours, working conditions, insurance, and hazardous occupations.

One of the foremost concerns of an employer is liability for accidents involving employment of cooperative education students. The school administration must also be aware of exactly what its liability is for the programs it offers. The types of insurance that should be considered by school districts and by employers are workmen's compensation insurance, general student liability insurance, and accident insurance.

Nearly all employment in Kentucky is covered by workmen's compensation; there are some exemptions from the law. Exemptions include persons employed in domestic services and agriculture. However, when an employer is required by law to provide compensation, and providing that the accident did occur on the job, this insurance covers the employer's full liability to employees for medical and hospital expenses as well as partial liability for loss of employee income. Worker's compensation is furnished and paid for by the employer; no deductions are withheld from the employees' wages for this coverage.

The teacher/coordinator should be cautious about placing students with employers who may not carry workmen's compensation insurance or other coverage for injuries incurred while on the job. The volunteer worker can be covered if the employer chooses to provide this insurance; however, this is not mandatory. The learner is a bona fide employee and therefore should be placed in firms where the employer has complied with terms of Workman's Compensation Law. Private insurance companies may not deny insurance coverage to an employer who has worker(s) 16-18 years of age.

Student and Teacher/Coordinator Insurance

Schools operating well-planned cooperative vocational education programs should make insurance coverage available to their students. If schools do not carry accident insurance, students and/or their parents should be urged to obtain such protection before a student is permitted to enter a cooperative vocational education program.

In addition, teacher/coordinators may wish to carry liability insurance to insure themselves against personal liability suits. Such insurance is available at low cost rates through certain professional associations such as the American Vocational Association.

Unemployment Tax

Unlike workmen's compensation insurance, co-op students are not covered under the provisions of the Kentucky Unemployment Tax Law. The "Kentucky Unemployment Compensation Handbook (1986)", issued by the Cabinet for Human Resources Division for Unemployment Insurance, is the official guide for information on unemployment insurance. This exclusion is stated Kentucky law:

> KRS 341.055 (17) Non-Covered Employment Service performed by an individual who is enrolled at a nonprofit or public educational institution which normally maintains a regular faculty and curriculum and normally has a regularly organized body of students attendance at the place where its educational activities are carried on, as a student in a full-time program, taken for credit at such institution, which combines academic instruction with work experience, if such service is an integral part of such program, and such institution has so certified to the employer, except that this subsection shall not apply to service performed in a program established for or on behalf of an employer or group of employers.

Employer's do not pay employment tax on student/learners. Student/learners do not have unemployment benefits from their participation in the co-op program.

Licensure and Certification

Licensure. Under state authority, licensure laws are enacted setting forth the minimum qualifications for persons and the standards to be met for practicing in certain occupations. The mandatory regulations of these occupations under state licensure laws best serves the public interest.

Employers rely upon the legal licensing agency for assurance that the practitioner is qualified in the field.

Certification. Professional societies endeavor to improve the quality of services provided by supportive personnel in certain fields through voluntary certification of individual employees. Standards pertaining to education, experience, and personal qualifications are determined by the professional society, usually in cooperation with the auxiliary group that is subject to the certification procedure. Applicants wishing to become certified under these standards must make application to the certifying board of the specific association and comply with the certification standards.

Union Membership Requirements. Some work locations may require union participation. In no case should the student be placed on a job by circumventing these restrictions. Usually, by cooperating with the union and the occupation entry requirements, some arrangement can be developed to accommodate the co-op student.

Travel Beyond Kentucky Border

An institution or agency may establish policy that allows co-op coordinators to travel beyond the borders of Kentucky to visit students or develop jobs. A thirty-five (35) mile limit has been established as a maximum limit on visits to out-of-state locations.

Any coordinator involved with a program that places students beyond Kentucky borders should ask school officials to establish this policy if it has not been done.

Targeted Jobs Tax Credit

Employers participating in cooperative education programs are eligible for tax credits through the Targeted Jobs Tax Credit (TJTC) established by the Tax Reform Act of 1986. Among the targeted groups entitled to this credit are 16-19 year old cooperative education students.

Provisions

The Act outlines the provisions for students participating in a qualified co-op program.

1. The students to be served must be age 16 but not yet 19 who have not graduated from high school or vocational school, they must be enrolled in and actively pursuing a qualified cooperative education program.

2. A qualified cooperative education program is a program of vocational education approved by the State Board of Education and having a written cooperative arrangement between a qualified school and employers, related instruction (including required academic instruction), and work periods alternating between school and a job in any occupational field. Those two experiences are planned by the school and employer to contribute to the students' education and employability.

3. A qualified school may be:

   a. A specialized high school used exclusively or principally to provide vocational education to individuals who are preparing to enter the labor market.

   b. The department of a high school exclusively or principally used for providing vocational education to persons who are preparing to enter the labor market.

   c. A technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available to study in preparation for entering the labor market.

   d. A school which is not a public school shall be treated as a qualified school if it is exempt from taxes under Section 501 (a) of the Internal Revenue Code.

4. Wage payments are made: The individual must be currently pursuing a cooperative education program and wages shall be counted only if the wages are attributed to the services performed while the individual meets the requirements of that program.

Procedures

KENTUCKY DEPARTMENTS OF EDUCATION AND EMPLOYMENT SERVICES' TJTC CERTIFICATION PROCESS FOR COOPERATIVE EDUCATION STUDENTS

The TJTC staff of the local Department for Employment Services office and the school will determine if the applicant is eligible for the program. An applicant may be vouchered by one of two procedures.

Procedure A:

Prior to placing a student on a job, the cooperative teacher/coordinator will:

provide students with Income Determination Form for completion and signature by the students' parent/guardian (see C-30).

review the Income Determination Form as a screening tool for meeting eligibility criteria for TJTC.

send Income Determination Form to TJTC Coordinator in the local Employment Service Office.

assist student(s) in scheduling a personal interview with local TJTC coordinator who will make the determination of economic disadvantagement. (Student(s) under 18 years of age must be accompanied by a parent or guardian for interview with Department of Employment Services and parent(s) will need to sign voucher document.)

inform students, parent(s) or guardian(s) of the potential requirements of in-depth verification procedures in case a routine audit is made by Employment Services.

Upon receipt of Voucher (ETA-8468, May 1983) from the Department of Employment Services, the teacher/coordinator will:

complete Parts I, III, and IV of Internal Revenue Form 6199 and forward original copy to employer for formal notification that the student is ready for placement on the job (see C-29).

by the third of each month, forward to the TJTC Coordinator in the appropriate local office, a copy of Form 6199 on each student certified during the preceding month.

The Department of Employment Services will:

schedule an interview with student.

use data from Income Determination Form and ETA-8469, TJTC Verification--Applicant Characteristic, to make economic determination.

issue a Voucher (ETA-8468) to teacher/coordinator within three days of determination of eligibility.

notify teacher/coordinator in writing if student does not meet eligibility criteria and advise that IRS Certification Form 6199 is not to be issued.

conduct an audit on ten percent of all new certifications made during each quarter. This includes all TJTC applicants, and co-op is only one of the groups. Audit selections will be made by random sampling. If a student is to be audited, the parent(s), guardian(s) or student (depending upon his/her family status) will need to furnish complete documentary evidence of income for the income determination period.

Procedure B:

An employer may request TJTC certification from Employment Services for a potential employee. If the individual is in a cooperative education program, the school will be contacted by the Employment Services during the screening process to certify the student's participation in a qualified cooperative education program. If the person the employer intended to hire does not have a voucher, then the employer must request a determination of his or her eligibility from the Department of Employment Services on or before the day the individual starts to work.

Upon receipt of voucher (ETA-8468, May 1983) from the Department of Employment Services, the teacher/coordinator will:

complete Parts I, III and IV of Internal Revenue Form 6199 and forward original copy to employer for formal notification that the student is ready for placement on the job.

keep on file in the school the employer's prior request for Targeted Jobs Tax Credit on potential employee. This request is to be attached to Internal Revenue Form 6199.

Notes: The final determination whether the student is a member of an economically disadvantaged family rests solely with the Department of Employment Services.

The validity period for a voucher is 45 days or until the vouchered individual's 20th birthday, whichever period is shorter.

Attached are copies of current forms used by schools in completing procedures for certifying students for Targeted Jobs Tax Credit.

However, there are certain limitations to the Targeted Jobs Tax Credit. The major ones are:

1. The amount of credit for first year wages is limited to 40% of up to $6,000 (Maximum credit $2,400).
2. Tax credit for second year wages is eliminated.
3. For employers to claim Targeted Jobs Tax Credit on a co-op student, the student must be certified by the school as being in a qualified cooperative education program.

Contacts:

For additional information regarding the Targeted Jobs Tax Credit, contact:

a. local office for Department for Employment Services.

b. Donnalie Stratton
Office of Vocational Education
Capital Plaza Tower
Frankfort, KY 40601

Student Records and Evaluations

The teacher/coordinator has responsibility for student records especially with passage of legislation such as the Privacy Act, and the Buckley Amendment. The teacher/coordinator should have the student complete all employment application forms and provide all other necessary information to the employer. This insures that the student furnishes the employer with any confidential information rather than placing the responsibility on the teacher/coordinator. The teacher/coordinator should not provide employers with student records.

In the process of selecting students for the program, the teacher/coordinator handles a great deal of information regarding students which should be kept confidential. The teacher/coordinator needs this information in order to select students who are qualified for the program and can best benefit from it. The teacher/coordinator should handle this information with great care and follow procedures outlined in the school policy. In addition, the teacher/coordinator should be aware that students and/or their parents may view both the information contained in their files and employment recommendations.

When making evaluations or recommendations, the teacher/coordinator and job supervisor should try to view the student's work performance as objectively as possible. While rating the quality of student work may be done in specifics, many authorities suggest that recommendations for employment be written in anecdotal form that will be representative of the student's work and attitudes. Recommendations and evaluations should be carefully worded so that no malicious connotations can be interpreted. Maliciously worded recommendations or evaluations might be considered libelous in a court of law. Both the teacher/coordinator and training sponsor should be careful to record the student's actions objectively. After the teacher/coordinator and the training sponsor have evaluated the student using special performance evaluation forms, they should both review the results of the evaluation with the student. The performance evaluation form would be used during this discussion.

VA Benefits in Relation to Coop Education

The following information is provided to inform school officials of the Veterans Administration's requirements for veterans who desire to participate in cooperative education programs and receive their VA educational assistance allowance while enrolled in these programs.

For VA purposes, cooperative education is a full-time program consisting of alternating phases of school instruction with training in a business or industrial establishment--such training being strictly supplemental to the school instruction. Alternating phases may be part day in school and part day on the job, or they may be phases which alternate on a daily, weekly, or monthly basis.

There are two ways in which a student may pursue a cooperative education program:

1. Alternating school phases and job training phases--examples of this type are:

   One week in school and one week on the job, or vice versa.

   One month in school followed by one month on the job, or vice versa.

2. Parallel school phases and job training phases--an example of this type is:

   Three hours in school and four hours on the job during the same day.

Only veterans and other persons who are eligible for educational benefits under the provisions of Chapters 34 and 35 of Title 38, U.S. Code can be paid benefits by the VA while participating in a cooperative education program. The co-op rate differs from the institutional rate. Veterans who are eligible for benefits under the provisions of Chapters 30 and 32 are not entitled to receive benefits while participating in co-op except at possibly a part-time institutional rate.

All co-op programs must be approved separately.

These cooperative education programs must meet the requirements of VA Regulation CFR 21.4233(A) which states:

1. co-op programs must be full-time,
2. the on-the-job training is strictly supplemental to the in-school training,
3. the alternate in-school phases must be at least as long as the on-the-job phases,
4. the program is described in the school catalog,
5. the school arranges with the employer for the on-the-job training,
6. the school exercises supervision over the student during the on-the-job training, and
7. credit is granted for the on-the-job training toward earning the diploma or certification for completion of the program.

A separate approval for the co-op programs must be requested from:

Kentucky Approving Agency
for Veterans Education
Department of Education
Frankfort, KY 40601

The approval can only be made for those programs which are also approved for institutional training. The request should include information that will demonstrate that the requirements of VA Regulation CFR 21.4233(A) have been met (see above). The school/job rotation cycle needs to be stated in the request for approval as well as the prerequisite hours of school training required before the job phase can begin.

Veterans and other eligible persons who change to cooperative status must be reported to the Veterans Administration by using VA Form 22-1999b (see Attachment 1). The students receiving VA benefits are paid at a different rate while they are in a co-op status. The VA also needs to be notified when the student changes back to institutional status by using the same form (see Attachment 2).

Please remember the following points:

1. The VA considers co-op students to be on a "cycle" for purposes of receiving benefits. A cycle consists of a school phase and a work phase, regardless of the length. The student will be paid at the co-op rate for an entire cycle, even though he/she may not remain as a co-op student for the entire cycle. For example, if a student is reported as going from institutional to co-op

status on October 1 and the plan is that the student will spend a month on the job followed by a month in school, the first cycle will run until November 30. The student will be paid at the co-op rate for these two months, even if he/she should revert to institutional status before this cycle is completed.

2. There is no provision for paying a student at a part-time rate if he/she is in a co-op status as there is if he/she is in an institutional status attending less than 22 clock hours per week. Therefore, all co-op schedules for veterans must be "full-time" and the alternate in-school phases must be at least as long as or equivalent to the on-the-job phases. The following are examples of acceptable schedules for students receiving VA benefits: (it is assumed that the normal school schedule for full-time students is 1 hour per day, 5 days per week, and the normal work week is 8 hours per day, 5 days per week).

   3 hours school and 4 hours job (each day)
   1 day school and 1 day job
   3 days school and 2 days job (each week)
   1 week school and 1 week job
   2 weeks school and 2 weeks job
   1 month school and 1 month job

The following schedules are not acceptable because the alternate in-school periods are not as long as or equivalent to the on-the-job periods or the schedule is not full-time:

   3 hours school and 3 hours job (each day)
      (the 3 hours job is less than 1/2 of a normal work day, thus this is not full-time)
   3 hours school and more than 4 hours job (each day)
      (if a student works more than 1/2 a normal work day, in the concurrent plan, the student is only entitled to part-time institutional benefits)

If you have questions on the contents of this instruction sheet, or if you have questions regarding a specific co-op schedule, you may contact the Veterans Administration in the Kentucky Department of Education at Frankfort, KY, between the hours of 8:00 a.m. and 4:30 p.m., Eastern Time.

ATTACHMENT I

Form Approved
OMB No. 76-R0548

VETERANS ADMINISTRATION

NOTICE OF CHANGE IN STUDENT STATUS – INSTITUTIONAL COURSES ONLY

(Under Chapter 32, 34 or 35, Title 38, U.S.C.)

1. FIRST NAME-MIDDLE NAME-LAST NAME OF STUDENT

2. VA FILE NUMBER *(For Ch. 35 include suffix)*

This form is to be used by the school certifying official to report any change in status as required by 38 CFR 21.4203.

3. TERMINATION (IF NON-DEGREE PROGRAM *–report date(s) and total absences not previously reported in "Remarks."*)

A. LAST DATE OF ATTENDANCE

B. REASON FOR TERMINATION

☐ WITHDRAWAL OR INTERRUPTION (NON-COLLEGE)
☐ WITHDRAWAL DURING DROP-ADD PERIOD *(Not exceeding 30 days)*
☐ WITHDRAWAL AFTER DROP-ADD PERIOD–NONPUNITIVE GRADES ASSIGNED *(If checked, complete Item 6)*
☐ WITHDRAWAL AFTER DROP-ADD PERIOD–PUNITIVE GRADES ASSIGNED
☐ END OF TERM OR COURSE
☐ UNSATISFACTORY PROGRESS
☐ OTHER *(Explain in "Remarks")*

4. ADJUSTMENT OF CREDIT OR CLOCK HOURS *(Complete Items 4A and 4B and Items 4C-4I as applicable)*

A. DATE ADJUSTMENT IS EFFECTIVE

B. TYPE OF ADJUSTMENT

☐ INCREASE
☐ REDUCTION (NON-COLLEGE)
☐ REDUCTION DURING DROP-ADD PERIOD *(Not exceeding 30 days)*
☐ REDUCTION AFTER DROP-ADD PERIOD–NONPUNITIVE GRADES ASSIGNED *(If checked, complete Item 6)*
☐ REDUCTION AFTER DROP-ADD PERIOD–PUNITIVE GRADES ASSIGNED
☐ OTHER *(Explain in "Remarks")*

C. CREDIT HOURS BEFORE ADJUSTMENT

D. CREDIT HOURS AFTER ADJUSTMENT

E. TRAINING TIME AFTER ADJUSTMENT *(Check ONLY if graduate or advanced professional)*

☐ FULL TIME ☐ 3/4 TIME ☐ 1/2 TIME
☐ LESS THAN 1/2 TIME ☐ 1/4 TIME OR LESS

F. CLOCK HOURS OR HIGH SCHOOL UNITS BEFORE ADJUSTMENT

G. CLOCK HOURS OR HIGH SCHOOL UNITS AFTER ADJUSTMENT

H. NUMBER OF DAYS PER WEEK AFTER ADJUSTMENT *(Complete for non-degree courses only)*

I. REVISED ENDING DATE

5. CHARGES FOR PERIOD OF ENROLLMENT *(Complete this item for all in-service students and for students whose training load after adjustment is less than 1/2 time. List customary charges of the ADJUSTED load by school year, term or other period.)*

A. PERIOD	B. TUITION	C. FEES

6. MITIGATING CIRCUMSTANCES *(Complete only if indicated by Item 3 or 4)*

DOES THE STUDENT CLAIM THAT MITIGATING CIRCUMSTANCES WERE INVOLVED IN THE TERMINATION OR ADJUSTMENT ACTION?

☐ YES ☐ NO ☐ UNKNOWN *(If "Yes," state specific mitigating circumstances in "Remarks" or attach statement from student)*

7. REMARKS

INSTITUTIONAL TO COOPERATIVE STATUS

Program:____________________
CO-OP Status Begins:__________ CO-OP Scheduled Ending Date:__________
Start of Class Phase:__________ Start of Job Phase:__________
Rotation Cycle: Time in School__________: Time on Job__________
School Schedule:_____ hrs. per day; __________days per week
Job Schedule: _____ hrs. per day; __________days per week

It is requested that my status be changed from Institutional to Cooperative and I be paid educational benefits at the cooperative rate commencing with the CO-OP beginning date.

____________________ __________
Signature of Veteran Date

IT IS HEREBY CERTIFIED that the student's status changed on the date indicated and in accordance with the facts shown above.

8A. DATE SIGNED

8B. SIGNATURE AND TITLE OF CERTIFYING OFFICIAL

8C. NAME AND ADDRESS OF SCHOOL OR TRAINING ESTABLISHMENT

VA FORM AUG 1977 22-1999b

SUPERSEDES VA FORM 22-1999b, OCT 1976 WHICH WILL NOT BE USED.

VA COPY 1

BEST COPY AVAILABLE

ATTACHMENT 2

Form Approved
OMB No. 76-R0646

VETERANS ADMINISTRATION

NOTICE OF CHANGE IN STUDENT STATUS — INSTITUTIONAL COURSES ONLY

(Under Chapter 32, 34 or 35, Title 38, U.S.C.)

1. FIRST NAME-MIDDLE NAME-LAST NAME OF STUDENT	2. VA FILE NUMBER *(For Ch. 35 include suffix)*

This form is to be used by the school certifying official to report any change in status as required by 38 CFR 21.4203.

3. TERMINATION (IF NON-DEGREE PROGRAM—*report date(s) and total absences not previously reported in "Remarks."*)

A. LAST DATE OF ATTENDANCE

B. REASON FOR TERMINATION

☐ WITHDRAWAL OR INTERRUPTION (NON-COLLEGE)
☐ WITHDRAWAL DURING DROP-ADD PERIOD *(Not exceeding 30 days)*
☐ WITHDRAWAL AFTER DROP-ADD PERIOD—NONPUNITIVE GRADES ASSIGNED *(If checked, complete Item 6)*
☐ WITHDRAWAL AFTER DROP-ADD PERIOD—PUNITIVE GRADES ASSIGNED
☐ END OF TERM OR COURSE
☐ UNSATISFACTORY PROGRESS
☐ OTHER *(Explain in "Remarks")*

4. ADJUSTMENT OF CREDIT OR CLOCK HOURS *(Complete Items 4A and 4B and Items 4C-4I as applicable)*

A. DATE ADJUSTMENT IS EFFECTIVE

B. TYPE OF ADJUSTMENT

☐ INCREASE
☐ REDUCTION (NON-COLLEGE)
☐ REDUCTION DURING DROP-ADD PERIOD *(Not exceeding 30 days)*
☐ REDUCTION AFTER DROP-ADD PERIOD—NONPUNITIVE GRADES ASSIGNED *(If checked, complete Item 6)*
☐ REDUCTION AFTER DROP-ADD PERIOD—PUNITIVE GRADES ASSIGNED
☐ OTHER *(Explain in "Remarks")*

C. CREDIT HOURS BEFORE ADJUSTMENT	D. CREDIT HOURS AFTER ADJUSTMENT	E. TRAINING TIME AFTER ADJUSTMENT *(Check ONLY if graduate or advanced professional)* ☐ FULL TIME ☐ 3/4 TIME ☐ 1/2 TIME ☐ LESS THAN 1/2 TIME ☐ 1/4 TIME OR LESS

F. CLOCK HOURS OR HIGH SCHOOL UNITS BEFORE ADJUSTMENT	G. CLOCK HOURS OR HIGH SCHOOL UNITS AFTER ADJUSTMENT	H. NUMBER OF DAYS PER WEEK AFTER ADJUSTMENT *(Complete for non-degree courses only)*	I. REVISED ENDING DATE

5. CHARGES FOR PERIOD OF ENROLLMENT *(Complete this item for all in-service students and for students whose training load after adjustment is less than 1/2 time. List customary charges of the ADJUSTED load by school year, term or other period.)*

A. PERIOD	B. TUITION	C. FEES

6. MITIGATING CIRCUMSTANCES *(Complete only if indicated by Item 3 or 4)*

DOES THE STUDENT CLAIM THAT MITIGATING CIRCUMSTANCES WERE INVOLVED IN THE TERMINATION OR ADJUSTMENT ACTION?

☐ YES ☐ NO ☐ UNKNOWN *(If "Yes," state specific mitigating circumstances in "Remarks" or attach statement from student)*

7. REMARKS

COOPERATIVE TO INSTITUTIONAL STATUS

Program: ____________________

Institutional Status Begins: ____________________ (must be at the end of a cycle)

Scheduled Ending Date: ____________________
(Graduation)

School Schedule: ______________ hours per day: __________ days per week.

IT IS HEREBY CERTIFIED that the student's status changed on the date indicated and in accordance with the facts shown above.

8A. DATE SIGNED	8B. SIGNATURE AND TITLE OF CERTIFYING OFFICIAL	8C. NAME AND ADDRESS OF SCHOOL OR TRAINING ESTABLISHMENT

VA FORM 22-1999b
AUG 1977

SUPERSEDES VA FORM 22-1999b, OCT 1975 WHICH WILL NOT BE USED.

VA COPY 1

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KDE/DES
8/85

KENTUCKY DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL EDUCATION

TARGETED JOBS TAX CREDIT

ELIGIBILITY FORM

The following information is necessary to determine eligibility of the referenced student under the Targeted Jobs Tax Credit Program. If eligible, the student will qualify his/her employer for an income tax credit. The information requested is voluntary and will be used only for the purpose of TJTC eligibility determination.

NAME ____ AGE ______________

ADDRESS ________________________________ HOME PHONE # ____________

____

Total Number in Family _________

Total Gross Income
for Family for the months
of ______________, 198__
through ______________, 198__: $__________

________________________ Teacher/Coordinator Signature

________________________ Parent Signature DATE

Form is to returned to the school. Attention: Teacher/Coordinator for Cooperative Education.

KDE/MIC APPROVED
4400-567

60

Attachment 4

C-30

Form **6199**
(Rev. Jan. 1983)
Department of the Treasury
Internal Revenue Service

Certification of Youth Participating in a Qualified Cooperative Education Program

(For the Jobs Credit Under Section 44B)
(References are to the Internal Revenue Code)

OMB No. 1545-0244
Expires 12-31-84

Certification initiated by ☐ Employer ☐ Student ☐ School

Part I Qualified School Offering Cooperative Education Program

Name of school	Telephone number
Address (Number and street)	
City, State, and ZIP code	
School system	

Part II Employer

Name of business		Employer identification number
Address (Number and street)		
City, State, and ZIP code		
Employer representative	Title	Telephone number

Part III Student

Name	Date of birth (month, day, year)—Student must be at least age 16, but not yet age 20	Social security number
Address (Number and street)		
City, State, and ZIP code		
Student's first day on the job. (Must have been hired by you for the first time after September 26, 1978.)		Starting wage per hour
Dates of cooperative program of the student From (date) to		Number of hours per week

Part IV Certification by the School *(See Instruction B for Definitions)*

I certify that the student named in Part III is a "youth participating in a qualified cooperative education program", the school named in Part I is a "qualified school", and the cooperative education program of the school in which the student is enrolled is a "qualified cooperative education program." I also certify that the student has been determined to be a member of an economically disadvantaged family by an office of the State Employment Security Agency.

Name of certifying officer (type or print)	Title
Signature ▶	Date

Part V Signature of Employer *(See Instruction C)*

I certify that this information is correct and true to the best of my knowledge. This form is for obtaining the benefits of the Jobs Credit under section 44B. I understand that my credit for employing the student named in Part III will end if this certification becomes invalid.

Signature ▶	Date

For Paperwork Reduction Act Notice, see back of form.

Form **6199** (Rev. 1-83)

Instructions

Paperwork Reduction Act Notice.—We ask for this information to carry out the Internal Revenue laws of the United States. We need it to ensure that taxpayers are complying with these laws and to allow us to figure and collect the right amount of tax. You are required to give us this information.

A. Purpose of Form 6199

For an individual to qualify as a youth participating in a qualified cooperative education program (as defined in B below), a qualified school must certify in writing that the student meets the conditions in B(1) below. The school may meet the certification requirement by completing Form 6199. The certification allows the employer named in Part II of Form 6199 to claim the jobs credit for qualified wages paid or incurred to the student named in Part III of the form.

The school must prepare Parts I through IV of Form 6199 in duplicate. The original of the form is given to the employer and a copy is kept by the school for its records.

B. Definitions

(1) Youth Participating in a Qualified Cooperative Education Program.—The term "youth participating in a qualified cooperative education program" means any individual who meets the following conditions:

(i) is age 16 but not yet age 20, and

(ii) has not graduated from a high school or vocational school, and

(iii) is actively pursuing a qualified cooperative education program, and

(iv) is a member of an economically disadvantaged family.

(2) Qualified School.—The term "qualified school" means:

(i) a specialized high school principally for vocational education,

(ii) the department of a high school principally for vocational education, or

(iii) a technical or vocational school principally for vocational education of persons who have completed or left high school.

A school which is not a public school is a qualified school only if it is exempt from tax under section 501(a).

(3) Qualified Cooperative Education Program.—See section 51(d)(8)(B) and the related regulations for the definition of a qualified cooperative education program.

(4) Members of Economically Disadvantaged Families.—An individual is a member of an economically disadvantaged family if the designated local agency (State employment security agency) determines that the individual was a member of a family which had an income during the 6 months immediately preceding the earlier of the month in which the determination is made or the month in which the employee is hired, which, on an annual basis, would be 70 percent or less of the Bureau of Labor Statistics lower living standard.

C. Instructions for Employer

(1) The qualified first-year wages or qualified second-year wages paid to the employees certified as youths participating in a qualified cooperative education program are reported on IRS Form 5884, Jobs Credit.

(2) On receiving this form from the school, the employer must sign Part V certifying that the information on the form is correct before he or she can claim the jobs credit for wages paid to the student named on the form. The employer must keep Form 6199 for tax purposes.

(3) For more information on the jobs credit, see Publication 906, Jobs and Research Credits.

U.S. Government Printing Office: 1983—[illegible]

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EMPLOYMENT ELIGIBILITY VERIFICATION (Form I-9)

1 EMPLOYEE INFORMATION AND VERIFICATION: (To be completed and signed by employee.)

Name: (Print or Type) Last	First	Middle	Birth Name
Address: Street Name and Number	City	State	ZIP Code
Date of Birth (Month/Day/Year)		Social Security Number	

I attest, under penalty of perjury, that I am (check a box):

☐ 1. A citizen or national of the United States.
☐ 2. An alien lawfully admitted for permanent residence (Alien Number A ______________________)
☐ 3. An alien authorized by the Immigration and Naturalization Service to work in the United States (Alien Number A ______________________ ,
or Admission Number ______________________ , expiration of employment authorization, if any ______________________)

I attest, under penalty of perjury, the documents that I have presented as evidence of identity and employment eligibility are genuine and relate to me. I am aware that federal law provides for imprisonment and/or fine for any false statements or use of false documents in connection with this certificate.

Signature	Date (Month/Day/Year)

PREPARER/TRANSLATOR CERTIFICATION (To be completed if prepared by person other than the employee). I attest, under penalty of perjury, that the above was prepared by me at the request of the named individual and is based on all information of which I have any knowledge.

Signature	Name (Print or Type)		
Address (Street Name and Number)	City	State	Zip Code

2 EMPLOYER REVIEW AND VERIFICATION: (To be completed and signed by employer.)

Instructions:

Examine one document from List A and check the appropriate box, ***OR*** examine one document from List B ***and*** one from List C and check the appropriate boxes. Provide the ***Document Identification Number*** and ***Expiration Date*** for the document checked.

List A Documents that Establish Identity and Employment Eligibility	List B Documents that Establish Identity		List C Documents that Establish Employment Eligibility
		and	
☐ 1. United States Passport	☐ 1. A State-issued driver's license or a State-issued I.D. card with a photograph, or information, including name, sex, date of birth, height, weight, and color of eyes. (Specify State)______________________)		☐ 1. Original Social Security Number Card (other than a card stating it is not valid for employment)
☐ 2. Certificate of United States Citizenship	☐ 2. U.S. Military Card		☐ 2. A birth certificate issued by State, county, or municipal authority bearing a seal or other certification
☐ 3. Certificate of Naturalization	☐ 3. Other (Specify document and issuing authority) ______________________		☐ 3. Unexpired INS Employment Authorization Specify form # ______________________
☐ 4. Unexpired foreign passport with attached Employment Authorization			
☐ 5. Alien Registration Card with photograph			
Document Identification # ______________________	***Document Identification*** # ______________________		***Document Identification*** # ______________________
Expiration Date (if any) ______________________	***Expiration Date (if any)*** ______________________		***Expiration Date (if any)*** ______________________

CERTIFICATION: I attest, under penalty of perjury, that I have examined the documents presented by the above individual, that they appear to be genuine and to relate to the individual named, and that the individual, to the best of my knowledge, is eligible to work in the United States.

Signature	Name (Print or Type)	Title
Employer Name	Address	Date

Form I-9 (05/07/87)
OMB No. 1115-0136

U.S. Department of Justice
Immigration and Naturalization Service

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Employment Eligibility Verification

NOTICE: Authority for collecting the information on this form is in Title 8, United States Code, Section 1324A, which requires employers to verify employment eligibility of individuals on a form approved by the Attorney General. This form will be used to verify the individual's eligibility for employment in the United States. Failure to present this form for inspection to officers of the Immigration and Naturalization Service or Department of Labor within the time period specified by regulation, or improper completion or retention of this form, may be a violation of the above law and may result in a civil money penalty.

Section 1. Instructions to Employee/Preparer for completing this form

Instructions for the employee.

All employees, upon being hired, must complete Section 1 of this form. Any person hired after November 6, 1986 must complete this form. (For the purpose of completion of this form the term "hired" applies to those employed, recruited or referred for a fee.)

All employees must print or type their complete name, address, date of birth, and Social Security Number. The block which correctly indicates the employee's immigration status must be checked. If the second block is checked, the employee's Alien Registration Number must be provided. If the third block is checked, the employee's Alien Registration Number *or* Admission Number must be provided, as well as the date of expiration of that status, if it expires.

All employees whose present names differ from birth names, because of marriage or other reasons, must print or type their birth names in the appropriate space of Section 1. Also, employees whose names change after employment verification should report these changes to their employer.

All employees must sign and date the form.

Instructions for the preparer of the form, if not the employee.

If a person assists the employee with completing this form, the preparer must certify the form by signing it and printing or typing his or her complete name and address.

Section 2. Instructions to Employer for completing this form

(For the purpose of completion of this form, the term "employer" applies to employers and those who recruit or refer for a fee.)

Employers must complete this section by examining evidence of identity and employment eligibility, and:

- checking the appropriate box in List A *or* boxes in both Lists B and C;
- recording the document identification number and expiration date (if any);
- recording the type of form if not specifically identified in the list;
- signing the certification section.

NOTE: Employers are responsible for reverifying employment eligibility of employees whose employment eligibility documents carry an expiration date.

Copies of documentation presented by an individual for the purpose of establishing identity and employment eligibility may be copied and retained for the purpose of complying with the requirements of this form and no other purpose. Any copies of documentation made for this purpose should be maintained with this form.

Name changes of employees which occur after preparation of this form should be recorded on the form by lining through the old name, printing the new name and the reason (such as marriage), and dating and initialing the changes. Employers should not attempt to delete or erase the old name in any fashion.

RETENTION OF RECORDS.

The completed form must be retained by the employer for:

- three years after the date of hiring; or
- one year after the date the employment is terminated, whichever is later.

Employers may photocopy or reprint this form as necessary.

U.S. Department of Justice
Immigration and Naturalization Service

OMB #1115-0136
Form I-9 (05/07/87)

★ U.S.G.P.O. 1987- 183-918/69085

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402

UTILIZING CO-OP ADVISORY COMMITTEE

Process and Procedures

In cooperative vocational education, program goals involve the preparation of individuals for specific careers; therefore, the teacher/coordinator increases the effectiveness of the cooperative education program by working closely with an advisory committee for advice and information concerning the nature of the programs to be offered. The need for current information is clear; the instruction must be closely related to current occupational conditions.

Purpose

The major purpose of the advisory committee is to advise the teacher/coordinator and other decision makers regarding planning and implementing cooperative vocational education programs. The education institutions, however, still remain the governing body for establishing policy.

Functions

An effective advisory committee may serve as a sounding board for advice on such things as:

Review goals and objectives of the program
Develop public relations program
Develop sources of employment training opportunities
Solicit resource personnel for related classroom instruction
Recommend minimum job performance standards
Assist in follow-up studies
Recommend criteria for evaluation of program
Design trainee evaluation form
Make recommendations to the administration
Assist in relating instruction to the needs of the community
Assist in curriculum development
Provide input in the development of a program of work

Membership

Members of the advisory committees should be selected from individuals within the community who represent:

1. Employers in business, industry, and the professions
2. Governmental agencies
3. News media
4. Workers from the occupational area
5. Civic organizations
6. Student (current or former) and/or parent
7. Union representatives (if appropriate)
8. Occupationally related organizations
9. School personnel (ex-officio member)

Appointment of Members

Advisory committee members should be appointed for a specific term. Their terms should rotate so that some new members are added each year while others remain to provide continuity. The following procedures are recommended for appointing members:

> The teacher/coordinator should recommend proposed committee members to the school administrator for consideration. A list of alternates should be prepared and held by the coordinator for use if a recommendation is not approved by the administrator or in the event the person cannot or is unwilling to serve.
>
> After receiving the approval of the administrator, the teacher/coordinator prepares a letter of invitation (sample letter in this section) asking the individual to serve. This mailing should include information relative to purpose, function, etc. of the advisory committee. This letter should be prepared for the administrator's signature.
>
> Shortly after the letter has been received by the prospective member, visit and briefly explain the purpose of the committee. At the same time, set a first meeting date. (It may be advisable to contact prospective members and determine their willingness to serve before presenting their names to the appointing authority for approval.)

After receiving notification of acceptance from each member, an agenda, with a cover letter, is sent to the members. The letter should include an expression of appreciation as well as time, date, place, etc. of the upcoming meeting.

Role of Teacher/Coordinator

1. Help select members
2. Inform members of the meetings
3. Serve as temporary chairperson until a chairperson is selected
4. Function as secretary (a sample of meeting minutes is included in this section)
5. Plan committee meetings

Steps in Planning Meeting

Prepare the agenda (a sample agenda is included in this section)

Prepare materials to be presented

Reserve a meeting room

Notify the members of meeting date

Mail agenda with supporting papers to committee members

Check the room reservation before scheduled meeting

NOTE: Program needs should dictate the frequency of meetings. There should be no less than two formal meetings per school year.

Guidelines to Follow

1. Respect the committee members' limited time; stay within the time scheduled.

2. Be prompt in the preparation of records (such as minutes, etc.).

3. Inform the committee of facts pertaining to the program.

4. Set realistic scope of objectives for the advisory committee.

5. Keep the committee within the scope of its original objectives.

6. Consider the committee's recommendations. Appropriate action should be taken as soon as possible on sound suggestions. Committee members should be told why any of the proposals are not adopted.

BUSINESS & OFFICE

SAMPLE LETTER

INVITATION

February 25, 1987

Mr. John Andrews, President
Chamber of Commerce
845 Park Avenue
Somewhere, Wisconsin 53000

Dear Mr. Andrews:

It is my pleasure to ask you to serve as a member of our Cooperative Office Education Program Advisory Committee. You have been selected because of your extensive experience and knowledge of business and office procedures. Your appointment has been approved by the Board of Education of the Somewhere School District #1 for one term.

This Cooperative Office Education Program has been established to help better prepare our students for careers in the office occupations.

Your acceptance of this appointment will be of great value to our school district. Through the activities of the members of this committee, assistance will be given to the promotion and acceptance of this program by the business people and other members of the community.

Sincerely,

Richard Gordon
Superintendent of Schools

Enclosure (brochure on advisory committees)

AGENDA

ADVISORY COMMITTEE MEETING

BUSINESS AND OFFICE EDUCATION

GOLDBLUME VOCATIONAL CENTER

FEBRUARY 25, 1987

1. Introduction of committee members
2. Explanation of cooperative vocational education program and the need for an advisory committee
3. Responsibilities of advisory committee
4. Functions of advisory committee
5. Term of appointment
6. Selection of meeting place
7. Election of chairperson
8. Appointment of committees
9. Other Business

SAMPLE MINUTES
Business and Office Education
Advisory Committee
April 19, 1987

The following individuals were in attendance at the second luncheon meeting held in the Burgundy Room at the Holiday Inn on April 19, 1987.

June Ashman, Personnel Director, A.E.R.P. Co.
Susan Ching, Unit Director, V.O.C. Co.
Lucinda Dickens, Department Head, South Co.
Tom Garcia, President, S.O.W. Co.

The meeting was called to order by Melanie Rae, Chairperson.

1. June Ashman mentioned that the Business and Office Education Department does not have a medical or legal program now because of lack of funds for vocational education and problems involved in finding a person to teach those areas.

2. Lucinda Dickens proposed the development of a cooperative work station in the Stenographic Bureau for word processing operators. The great demand for qualified word processing operators seems to warrant developing more intensive instruction on the MTST in the Business and Office Education Department. Tom Garcia will contact Mr. Tom Wesley regarding this possibility and will report to June Ashman.

3. A discussion of fund-raising ideas to obtain money for sending students to national meetings followed. It was suggested that we look to individual businesses and clubs such as Business and Professional Women for funds. Various money raising projects were suggested including selling candy, car washes, and concessions.

4. A discussion of the length of terms for committee members was postponed until the next meeting.

5. Fletcher Norman of First National Bank was suggested as a prospective member representing the downtown area. Dick Wagner will call Mr. Norman, whom he knows personally.

6. John Lawrence discussed the possibility of developing a Handbook for training sponsors. A subcommittee - Don Richards, Bill Zoby, and Carol Sutherland - was appointed to develop an outline of topics for the Handbook. These will be considered at our next meeting.

7. Teachers/Coordinators will report on action taken in previous recommendations.

The committee wishes to express its thanks for the luncheon which was provided by the Memorial Fund.

9. The next meeting will be in August or September.

Tom Garcia, Secretary

PUBLIC RELATIONS

Planning

The cooperative vocational education program must have public support. A well-planned public relations and promotional program is an important element that aids in obtaining this support.

A sound cooperative vocational education program that produces excellent products (students and graduates who are qualified for entry and advancement level positions) is the basis for an effective public relations program. Public relations involves being knowledgeable about the product and communicating this knowledge to others.

Program Image

Despite all the new technologies and the media, the most effective means of advertising continues to be word-of-mouth. Therefore, the public image of a program is created through what various groups feel and say:

Students
Guidance Counselors
Teachers and Administrators
Training Sponsors
Employers and Supervisors
Employees
Parents
Community Groups

What these people feel and say regarding the Cooperative Vocational Program

GENERAL PUBLIC IMPRESSION OF THE PROGRAM

Favorable impressions are developed when an individual or group knows something about the program and is involved in it or with it on a day-by-day basis. Create favorable impressions through involvement. Use the educational, trade and professional organizations to help publicize your program.

Through the Students

The program image is largely a reflection of the students--their job, their school performance, their attitudes, and even their appearance.

Employers judge the merits of the program by the success they have in hiring satisfactory workers. Students talk about their experience in terms of satisfaction with their training and occupational status. Good or bad, student outcomes will shape the attitudes of others.

The teacher/coordinator and the school should capitalize on this intense interest by giving visibility to student activities and achievements. Parents, students, employers, educators, and the community in general want to hear the success stories of students. Students' appearances before various groups in the community are usually much more effective than anything the coordinator can report.

Through Teamwork

Satisfied employers, co-workers, faculty members, students, advisory committee members and parents who are convinced of the program's merits are much more effective in developing a program image than the teacher/coordinator's single-handed efforts in publicizing the program.

Printed materials and letters bearing the endorsement of employers and other groups, in addition to those of school officials, emphasize the cooperative feature of the program. Recognition of the contributions made by all groups to the vocational development of students is an important means of maintaining teamwork that gives the program a good image.

The Plan

A plan is necessary in order to formalize the public relations program. Developing a good public relations plan involves a series of steps, often referred to as the Eight-Point Plan (refer to Figure E-1). The steps are:

1. Establish Objectives

   Decide what groups of people need to be reached to achieve your objectives. Think first in terms of policy-making individuals and groups in your community.

2. Research Subject

   Find out what your public now believes about your objectives.

3. Reevaluate Objective

   Change your plans in terms of the obtainable. (You may have to cut your problem in two parts and solve one at a time.)

4. Determine Theme

   Don't begin with preconceived ideas but get your ideas from what the public currently believes.

5. Select Strategy

   Use your evaluative skills in selecting the right approaches.

6. Organize Campaign

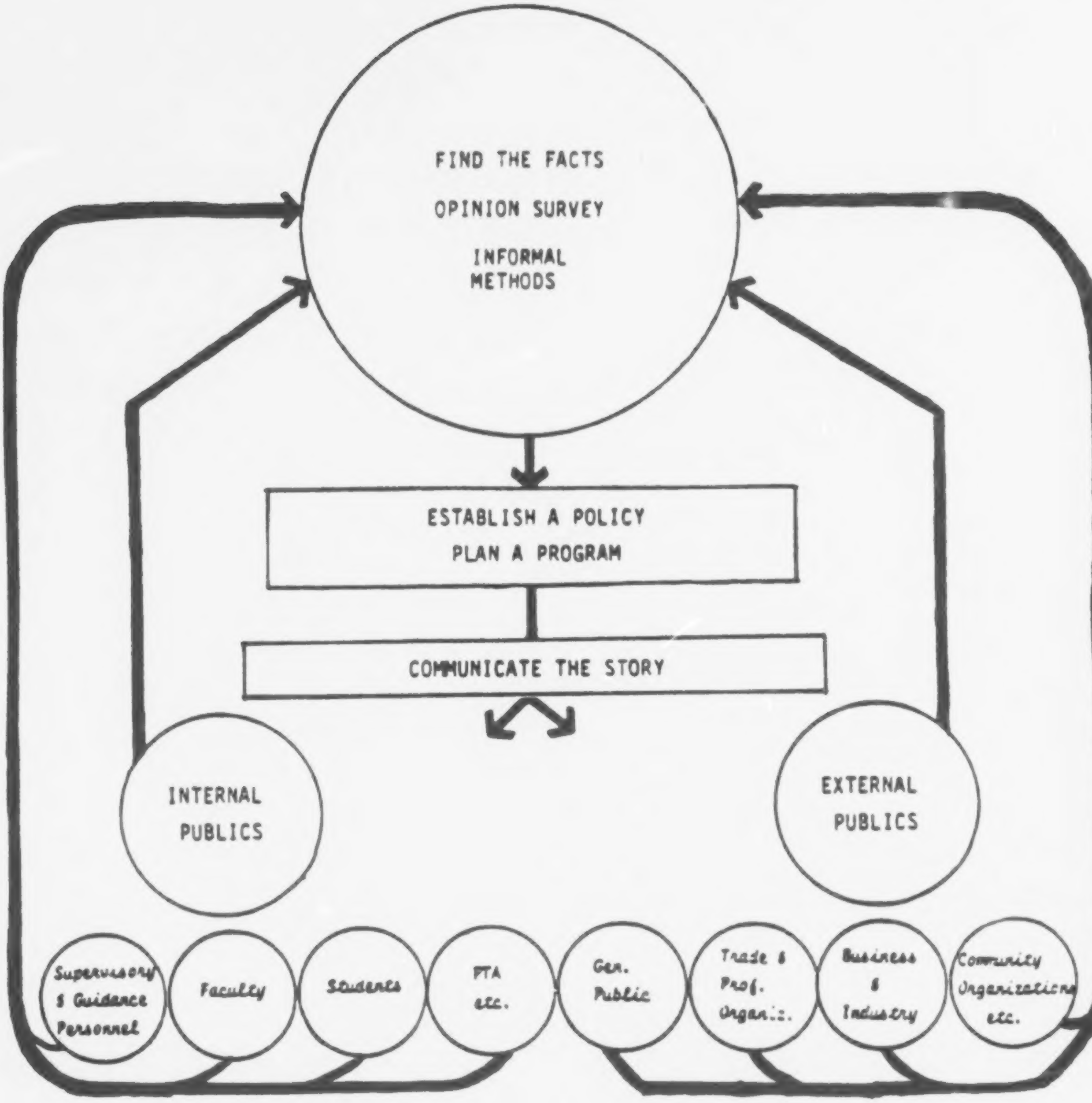
   Work within the operational plan set up in the school and think about the job to be done rather than the budget. People in the community will help you.

7. Plan Activities (see Attachment 2)

   Map out your activities in chart or calendar form. Time the activities so you will hit the public frequently. Provide

Figure 1

PUBLIC RELATIONS PROCESS


FIND THE FACTS
OPINION SURVEY
INFORMAL METHODS
ESTABLISH A POLICY
PLAN A PROGRAM
COMMUNICATE THE STORY
INTERNAL PUBLICS
EXTERNAL PUBLICS
Supervisory & Guidance Personnel
Faculty
Students
PTA etc.
Gen. Public
Trade & Prof. Organiz.
Business & Industry
Community Organizations etc.

activities and publicity that touch all the vital contacts (see E-14).

8. Select Tactics

   Select the techniques and media you will actually use (refer to E-18-25 for information on specific techniques or media.

Publicity must be well planned and delivered continuously. Therefore, organize a yearly plan and then schedule it on your monthly calendar just as you do appointments (see E-16).

Guidelines for Publicity Campaign

1. Adjust all publicity to fit the audience. Stress the benefits of the co-op program to a specific audience.
2. Give recognition for contributions in as many forms as possible and to all appropriate audiences (see Figure E-2, Items to Publicize).
3. Maintain a resource file containing: 1) Photographs and slides of student activities and projects for use in articles, displays, etc; 2) a listing of resource people such as alumni, professional community people, employers, and public relations contacts; and 3) information of careers, literature to distribute, sources of items for display, etc.
4. Evaluate the effectiveness of your public relations activities (or ask your advisory committee to do so) at least once a year (see Attachment 4).

Teacher/Coordinator's Responsibilities

1. Maintain a sound vocational program that results in well-trained employees.
2. Establish a formal plan for enhancing and maintaining good public relations. Maintain a public relations calendar.
3. Maintain continuous contact with the business and industrial community; stimulate other people to believe in and support the program.
4. Get individuals or groups (such as trade and professional organizations) involved to help publicize your program.
5. Give visibility to student activities and achievements.

ITEMS TO PUBLICIZE

Advisory committee membership

Advisory committee activities

Alumni activities

Announce new personnel

Announce a new program

Announce names of students

Announce names of training stations

Announce class activities/organizations

Announce guest speakers

Announce field trips

Announce increased enrollments

Awards and honors to students

Awards and honors to training sponsor

Awards and honors to personnel

Awards to be presented to individuals or concerns who contribute to the development of the program

Business/industry days

Career opportunities

Coordinator addresses civic group

Coordinator participates in state conference

Coordinator acts as advisor for a contest at state conference

Coordinator attends national meeting

Coordinator broadcasts on local radio station

Coordinator on TV

Endorsements from business and industry

Explanation of the cooperative education program

Explanation of adult program

Feature stories on students

Feature stories on successful alumni

Feature stories on advisory committee members

Feature stories on business participation

Human interest stories

Information from research and reports:

  Annual reports
  Employment surveys
  Follow-up of graduates
  Student earnings

Professional activities

Receipt or installation of materials and equipment

Scholarship awards

Student organization activities:

  Election of officers
  Officer leadership training
  Students attending district, state/national leadership conferences
  Provision of services to community
  Competitive event winners

Special events and activities:

  Vocational Education Week
  Employer-employee appreciation events

6. Plan and implement a system for giving recognition to all individuals or groups who contribute to the vocational development of students.

Employer Appreciation and Recognition

People like to be recognized and appreciated for the work they do. A variety of methods may be used for showing appreciation to employers. Many cooperative vocational education programs sponsor an employer appreciation event such as a banquet, picnic, potluck supper, breakfast, or luncheon.

Goals

The appreciation event is used to achieve several goals. Whether this event is a banquet or other type of activity, its arrangement should reflect these goals:

To acquaint individuals with the scope of your program

To aid the others in becoming acquainted with the program

To keep the school administration in touch with the relationships of the program

To recognize individuals and groups who have made outstanding contributions

To recognize student leadership

To develop pride and group spirit

Guidelines

The following are some pointers for organizing the annual employer recognition event:

Involve students in all phases of the planning and handling of the event.

Work out a long-range plan for financing the event.

Keep the superintendent, principal, vocational director, and other school authorities informed of the plans for the event.

Have attractive and appropriate invitations. Students may create and print them. Send them well in advance of the date of the event.

Arrange for a welcome committee.

Plan entertainment or a tour of vocational departments for early arrivals.

Use name tags to help guests get acquainted.

If the event is held in the school but not in the department, open the department before and after the event.

Plan a varied program that moves fast. Set a time schedule.

Keep a file of ideas and materials such as programs, menus, decorations, and other items to be used for ideas in the future.

Publicize the event before and after. Take pictures during the event.

Honor employers with certificates, training sponsor decals, and/or other recognition items.

Employer/Employee Banquet

Possibly the most widely-used professional activity for employer appreciation is the Employer/Employee Banquet. This project is used more than any other single activity to create goodwill in the community. However, a successful Employer/Employee Banquet is the result of thorough planning and the assignment of specific responsibilities.

Planning. Planning for the Employer/Employee Banquet should follow these guidelines:

1. The teacher/coordinator must assume all responsibilities for the banquet room from the early planning stages to completion.
2. Students should preside at the banquet and perform all functions in preparation for the banquet under the supervision of the teacher/coordinator.
3. The banquet for next year should be planned the morning after the banquet this year.
4. A timetable should be set up early in the fall to cover the multiplicity of details. This timetable may include publicity, finance, program, and physical arrangements.

5. This banquet should be planned carefully and early in order to avoid conflicts with school and community activities.

6. The guest list might include employers, advisory committee members, school administrators, School Board members, counselors, State Senators, State Representatives, and prospective training sponsors.

7. The guests may be seated as follows:

   a. Comfortably and close enough for rapport with and response to the speaker or the program
   b. Students with employers
   c. Students next to prominent guests or speakers who are personable, are good conversationalists, are intensely interested in cooperative vocational education, and are planning to continue in the fields

8. The simplest method to finance a banquet is to assess students. Money for the banquet may be earned through projects. Some programs sell a page of advertising in the local newspaper for banquet financing.

9. Plan publicity and see that a complete list of training sponsors and students is published in the media.

10. Students create the image for the program and must reflect proper social training:

    a. Students should wear appropriate attire.
    b. Students should be knowledgeable about proper table manners and etiquette.

11. If the platform of the speaker is raised, space should be provided so that the chairs may be pushed back.

12. Employer/employee banquets may be given jointly with other vocational education student organizations.

Program. The program for the Employer/Employee Banquet should be as follows:

1. A Master of Ceremonies (student) should be carefully selected and trained. An alternate should also be selected and trained.

2. If few guests are present, students may introduce training sponsors. An effective introduction could be the presentation of training sponsor certificates.

3. Students should always read the invocation and speeches. These items should always be typed on index cards. Train the students and have practice sessions.

   Program activities may include the following:

   a. Speaker
   b. Student skits, plays, talent shows, and entertainment.
   c. Brief talks by several former students or several training sponsors.
   d. Slides of training stations (if time permits).

5. A speaker from outside the school environment is an effective type of program to arrange. Recognition of training sponsors, however, is equally effective.

6. A speaker should be selected who will inform (within 20 minutes) as well as entertain the audience. Consider these as speakers:

   a. Company representatives
   b. State Senators and State Representatives
   c. Advisory Committee members
   d. Local civic club representatives

7. The speaker should be offered a choice of dates as early as possible.

   If the speaker declines, note this and remember the reasons for refusal next year.

9. The length of a speech should be no more than twenty minutes.

10. The speaker is not to be paid as this is a public service. All necessary arrangements should be made, however, for the speaker. For example, a student may arrange transportation for the speaker.

    The speaker's biographical sketch and picture should be secured for publicity.

12. Students should thank the speaker for coming. Other students should go up, shake hands, and express thanks again to the speaker after the program is over.

13. Publicize the appreciation event in the local newspaper. Be sure the names of all training sponsors, as well as their Company and student/trainee, are identified.

14. Present Certificates of Appreciation to all employers.

80

15. Present a few Outstanding Service Awards to individuals who have made a special contribution in support of your program this year.

COMMITTEE TIMETABLE FOR

EMPLOYER/EMPLOYEE APPRECIATION EVENT

	Deadline	Committee
Hold a general meeting of the class or student vocational organization to discuss the purpose, date, and place.		
Appoint a qualified general chairperson.		
Select committee members and chairpersons.		
Obtain school approval of activity and date.		
Arrange for a suitable place.		
Select guest speaker and confirm data and time.		
Plan menu--consult with caterer or those to prepare the meal.		
Get approximate cost figures.		
Prepare guest list.		
Send invitations.		
Develop bulletin board display or posters to remind students.		
Plan entertainment.		
Plan decorations.		
Keep a reservation list; add guests.		
Notify caterer of number of people attending the event.		
Prepare place cards and name tags.		
Make a seating chart.		
Prepare program for printing.		
Rehearse program.		
Instruct classes in etiquette of clothes, table manners, introductions.		
Have students rehearse introductions.		
Arrange for pictures and prepare news write-ups.		
Rehearse program at site of event.		
Decorate the room for the event.		
Hold event.		
Clean up.		
Make payment for meal.		
Write thank-you letters.		
Hold evaluation sessions.		
File committee reports.		

ATTACHMENT I

CHECKLIST FOR PUBLIC RELATIONS CONTACTS

So that you can improve your public relations activities, here is a checklist of necessary contacts for vocational education personnel. Fill in your special interest group at the bottom and rate yourself periodically.

Contacts	Continuous	Some	Improve	Contacts	Continuous	Some	Improve
Students				Trade Associations			
Alumni				Labor Organizations			
Student Organizations				Employment Agencies			
Fellow Teachers				Business Organizations			
Guidance Personnel				Merchants' Groups			
Supervisors				Employers			
Administrators				Advisory Committees			
Board of Education				Federal Agencies			
Educational Associations				Legislators			
Parents				State Colleges and Universities			
Civic Groups				Newspaper Staff			
Social and Fraternal Groups				Radio and TV Station Staff			
Women's Clubs				Magazine Editors			
Service Clubs				Other Special Interest Groups			
Chambers of Commerce							
Farm Associations							

Attachment 2

PUBLICITY MEDIA AND METHODS

A variety of activities and media may be used to implement an effective public relations program. Ideas are suggested in several categories; you may have others.

Visuals

- Motion pictures
- Slides
- Displays/exhibits
- Posters
- Charts
- Video tapes/discs
- Photographs
- Scrapbooks
- Chalkboards
- Bulletin boards
- Overhead projectors

Special Events

- Career Days
- Business/Industry Days
- Vocational Education Week
- Open House
- Field trips
- Parent programs
- Student Organization Conferences
- Training Sponsor Events
- Employer/Employee Appreciation Events
- Courtesy campaign
- Fairs
- Coffees or teas

Publications

- Local newspaper
- School papers
- Club magazines
- Newsletters
- Trade journals
- Mailings
- Bulletins/pamphlets/brochures
- School yearbook
- Handbills
- Educational magazines

Awards and Special Recognition

- Certificates
- Diplomas
- Scholarships
- Trophies
- Special awards
- Appreciation awards
- Employer-of-the-Month Award
- Employer-of-the-Year Award

Speeches/Demonstrations by Students or Teacher/Coordinator to . . .

- Civic groups
- Service groups
- PTA
- Business/professional groups
- Student groups
- Faculty

Active Participation in the Following:

Professional organizations
Trade associations
Civic clubs
Student organizations
Chamber of Commerce
Community activities

Radio and Television

Spot announcements
Panel discussions
Skits
Interviews
Talks
Institutional ads

Miscellaneous

Billboards
Bumper stickers
Personal contacts
Calling cards
Annual reports
Student organization projects
Business ads illustrating students at work
School annual ads illustrating students at work
Industry participation stickers
Public Information Sub-Committee of Advisory Committee
Employment consulting
Business consulting

Personal Letters

Make up a form letter to cover several different occasions that continually arise. This same letter can be used over and over, with just a little revision from time to time.

> Invitations to parents, school administrators, and/or business leaders to attend various functions at the school and to your employer/employee appreciation event.
>
> "Thank you" letters to everyone who has contributed to your program, such as a person who has helped you with an activity, a donor, someone who has given you publicity, and even for an exceptional contribution from a student.
>
> Promotion letters to students, parents, business and industries, and student council.
>
> Letters of congratulations for any occasion or special recognition in your community or school and on a national level.

PLAN A PUBLIC RELATIONS CALENDAR

OCTOBER

SEPTEMBER

Plan orientation for new students and teachers

Renew acquaintance with newspaper editor and reporters, radio and TV program managers

Send news releases on expansion, new projects, new equipment

Send materials explaining cooperative vocational education to parents of new students

Plan home visitations schedule

Complete the student organization plans for the year and publicize through newspaper and school paper

Set up advisory committees and plan schedule of meetings

Participate in workshop on public relations

DECEMBER

NOVEMBER

Build the public relations activities around American Education Week; participate in all events planned by school

Plan and conduct a radio or TV program explaining purposes, organization, and values of cooperative vocational education

Prepare displays for public places to illustrate instructional content of cooperative vocational education

Invite state and federal legislators to visit and observe the vocational program

Plan bulletin board displays

FEBRUARY

JANUARY

Plan and conduct a student assembly program

Publicize plans for adult vocational classes for second semester

Participate and cooperate in career conferences

Hold Open House for parents and other citizens of the community

Send articles about vocational education to trade papers and professional journals

Speak to local service clubs and other community organizations about the values of cooperative vocational education

Prepare newspaper articles on progress of vocational students

APRIL

MARCH

Provide information about vocational courses to students who may desire to enter cooperative vocational education; make arrangements for tours of the department

Plan a parents' night program for students to demonstrate their work and activities

Send newsletter to graduates and former students

Cooperate in planning exchange visits for teachers, industry and business, and labor groups

Invite the administration to attend a student organization meeting

Work with school reporter on writing a series of features about successful vocational graduates for school and/or local newspaper

Collect occupational information and give to school guidance counselor

Call on photography class to take photos of the students in action

JUNE

MAY

Make plans for participating and exhibiting at state and county fairs

Contact local business, industry, employment agencies, etc., to help place graduates in suitable jobs

Prepare annual reports

Arrange for appropriate graduation ceremonies and publicity for graduates

Hold banquet for parents and/or employers; show slides of year's activities

Prepare exhibits of students' work for display in businesses

Evaluate results of year's public relations projects

JULY

Attend summer school or workshop on public relations

Attend state conferences

Participate in county and state fairs

Visit parents of students and prospective students

Take summer job in industry

Make plans for next year's public relations

EVALUATING PUBLIC RELATIONS

Name of School

Date

Department or Program

School #

Code:
4 = Very Good
3 = About Average
2 = A Little Below Average
1 = Needs Improvement
0 = Not Applicable

STATEMENTS	4	3	2	1	0
1. The public attends vocational department activities.					
2. Local business and industry resources, materials, and personnel are made available for strengthening the school learning activities.					
3. The department has an active Advisory Committee.					
4. The Advisory Committee gives counsel and advice to administration.					
5. The news media report on the Advisory Committee activities.					
6. The goals and activities of the vocational program are well presented to the school and community.					
7. A number of different news articles of departmental activities are published.					
8. Positive reports are given by news media in regard to the vocational program.					
9. Public news media seek, in a continuous and organized way, to report on the vocational programs.					
10. The learning activities in vocational programs contribute to the public relations program of the school system.					
11. The administration provides each department an opportunity to present its program of public and professional relationships.					
12. The school administration makes definite assignments for public relations activities to each vocational teacher.					
13. The school administration takes into account faculty, student, and community suggestions before decisions are made.					
14. Teachers are active participants in professional, business and industrial organizations of the community.					
15. Teachers speak before business, industrial, and professional organizations.					
16. Teachers write articles for publication.					
17. There is teacher participation in non-required school activities which enhance teaching effectiveness.					
18. Mutual cooperation exists between the vocational-technical teacher and other school personnel in promoting the welfare of the school.					
19. Most school personnel understand the goals and objectives of the vocational-technical program.					
20. The departmental faculty cooperates in planning the total school public relations program.					
21. The department shares in the responsibility for action in the total school public relations.					
22. There is a continuous and well organized effort to develop understanding and favorable attitudes toward the departmental program.					
23. Community resources (people, places, products) are used to enrich the curriculum.					
24. Appreciation events are employed to recognize the contributions of employers and other groups.					

NEWS RELEASES

Preparation. News releases should include the who, what, when, where, how and why of events to be covered. Include a headline capsulizing the event. At the top of the first page, above the headline, provide the following information: date, contact's name (teacher/coordinator or school name) and phone number, name of editor or reporter who will handle the news release (indicate by writing "Attention:"), and the date that the news release should be published.

Use of Photographs Include black and white photographs with the news release if possible to add interest to the story. Below are some pointers for preparing photographs for newspapers:

> Newspapers prefer glossy black and white photos. (Check your local newspaper office for size specifications.)
>
> Captions (a sentence or two which briefly explains the picture) should be typed on a sheet of paper that can be attached to the bottom of the photograph (on back side) with scotch tape. To avoid damaging the photo for reproduction, do not write on back of photo or attach the caption with staples or paper clips. Do not paste the caption on back of photo, for this makes it awkward for editors to use.
>
> Be sure that names of all individuals in the picture are included in the caption in the proper left to right position. Double-check the spelling of all names.
>
> Action shots are best. Have one center of interest in picture.
>
> Speed is important in getting a photo to the newspaper. Pictures of an event on Tuesday is not news on Friday. If your school does not have photo-developing facilities, you will find that the newspapers are willing to help out if the picture is really newsworthy.
>
> You should have up-to-date portrait shots of important school officials, employers, and advisory committee members on hand in case a photo is needed for a story about them.

Send an action picture when possible with a story about an individual teacher, student, or employer.

Guidelines. Keep the following items in mind when dealing with newspapers.

Be prompt in meeting deadlines.
Only one person should contact news media.
Include all necessary information.
Type news releases. Correct all errors.
Be accurate. Double-check names, dates, etc.
Be brief.
Be honest and impartial. Give credit where credit is due.
Be businesslike. Never try to obtain publicity from friendship.
Be appreciative of all the time and space given you.
Be professional. Members of the media are always invited guests.

BULLETINS/PAMPHLETS AND BROCHURES

Printed materials such as bulletins, pamphlets and brochures provide an excellent means of publicizing the program. The following checklist will be helpful in preparing these items.

Determine the group you want to reach.

Prepare mailing lists.

Determine the number of copies needed.

Determine the budget for:

a. design
b. photography
c. artwork
d. printing (stocks and inks, one or more colors)
e. distribution

Select your subject and identify it clearly.

Outline your message correctly.

Select the type of printed material best suited to reach the reader (brochure, bulletin, booklet, pamphlet, etc.) within your production budget.

Determine the layout and select necessary photos, illustrations, and color schemes.

Write your copy. Make it original.

Capture attention with a headline or a first sentence.

Do not overwrite Keep it simple. Get to the point. Make yourself clear.

Copy must be typed, double-spaced, accurate, before it goes to the printer. Changes or corrections are expensive.

Arrange copy around pictures or illustrations.

Pictures or artwork must be simple, dramatic, able to deliver a message in themselves. For photographs, use only standard black and white, 8x10 glossy prints.

MAKING SPEECHES

Presenting the cooperative education story to a group of people requires skill. The presentation should be well planned and interesting to the audience. Below are some tips for making speeches:

Be direct and straightforward. Have something to say and say it.

Put audience at ease by being at ease yourself. Look at your audience.

Know what you are talking about and speak as an authority.

Speak clearly in language on a plane with your listeners.

Keep personal references, honors, and accomplishments out of your speech as much as possible.

Make an outline that is easy to follow. Develop a few key points and back each with facts and illustrations.

Have a good beginning and end to your speech.

Get the audience's attention with an anecdote, story, joke, or quotation about your program.

Prove your point with human illustrations that tell your story.

Include case histories of outstanding students and graduates. Everybody likes a good success story.

Keep a file of materials, ideas, random thoughts, unusual happenings, good stories, news clippings, and the like. These can be used in preparing a speech.

Ask the audience to do something: read the school's handbook, visit your class, attend the school's open house, or tell others about your program.

RADIO AND TELEVISION

Consider the use of radio and television as a public relations vehicle. Approach the appropriate person at radio or TV stations and ask about two possibilities for publicity: (a) coverage of activities as news and feature programming, and (b) the availability of time for public service announcements.

Guidelines. For the best results from radio and television stations:

Ask for appointments with news directors, talk show hosts, and public service managers to explain the program and to seek their opinions and ideas for publicity.

Become familiar with the station's programming and determine how information on cooperative education could fit into it.

Send press releases addressed personally to people at the station most likely to use them.

Arrange interviews for key members of the advisory committee, local business people involved with the program, or student/trainees.

Ask how much time a station will give to a public service announcement and estimate the length of copy at twice the number of seconds (10 seconds--20 words; 30 seconds--60 words, etc.).

Send public service announcements at least two weeks before the event is to be publicized.

Radio announcements should be typewritten in capital letters and double-spaced. The release should be brief and concise. The lead sentence should tell the who, what, when, where, how, and why just as in a newspaper news release.

A tape could also be sent to radio stations, using sound effects, music, and several interesting voices to dramatize the story.

Place several articulate student/trainees on a local call-in radio show to allow listeners to phone in their questions and comments.

Interview Questions. These questions might be answered regarding cooperative vocational education in an interview on radio or television:

1. What is cooperative vocational education?
2. How does a cooperative vocational education program operate?
3. What other subjects do the students take while in the program?
4. Who is eligible to participate in the cooperative program?
5. How are the students selected?
6. How many credits may be earned?
7. Are the students paid while taking their on-the-job training?
8. What are some of the advantages or benefits of the program?
9. What training is required of the teacher/coordinator?
10. How many schools offer a cooperative program?
11. What are the plans for expanding co-op opportunities?
12. What student organizations are involved in cooperative education?

EXHIBITS

Occasionally an exhibit or display may be used for publicity purposes. The following pointers may be helpful in preparing them:

Use picture comparison rather than charts and graphs where possible.

Make the presentation simple through the use of PHOTOGRAPHS, COLOR, and ACTION.

HIT the highlights. Do NOT try to show every little detail.

Use a simple background with good lighting--you could even use colored lighting.

If possible, try to secure some brochures or other materials to further explain the exhibits.

Consider using individuals to explain the display or exhibit.

Use animation where possible.

OPEN HOUSE

If the school or vocational education center holds an open house during the year, cooperative education should be well represented. The following are some pointers to keep in mind:

Set the time for the convenience of the public.

Assign students as well as faculty to the planning committee.

Include important facts about the cooperative education programs in the invitations.

Appoint student and faculty guides to show visitors around classrooms and laboratories.

COORDINATION PROCESS

Integration Activities

The cooperative vocational program is based on integrating on-the-job training with related class instruction. Coordination is the process of ensuring that this integration and correlation takes place. It is a process in which the teacher/coordinator is engaged from the beginning of the year to the end.

> The following four criteria must be met if a program is to be considered a cooperative program:
>
> Each student must have a career objective.
>
> Each student must have prior training or be receiving concurrent training in an occupational area.
>
> Each student must be placed on a job that is related to the student's vocational training.
>
> There must be a direct, planned correlation between the in-school related class and the cooperative training experiences.

These four principles provide the foundation for the coordination procedures and activities discussed in this section.

Coordination Activities

Types of Coordination Activities

The coordinator has many responsibilities and duties to accomplish during the limited time given to coordination; therefore, the time must be managed carefully if the cooperative program goals are to be met.

Activities that are considered part of coordination include:

a. developing recruitment programs

b. consulting with guidance counselors and teachers who recommend students

c. recruiting, interviewing and selecting prospective students prior to enrollment

d. supervise and evaluate students at co-op site

e. selecting training stations

f. visiting training stations to develop Training Agreements/ Plans

g. evaluating training stations

h. developing and executing public relations activities

i. conducting job analyses visits

j. conducting (or participating in) professional development activities relating to cooperative programs

k. conducting administrative activities related to the cooperative program

l. conducting coordination visits to the training stations

Coordination Visits

Timing the visits

The number of visits, as well as their timing, must be carefully planned for effectiveness and efficiency. Once a student has been placed in a co-op position, coordination visits are necessary for:

1. assessing the student's learning progress
2. improving the quality of the training stations
3. correlating related instruction and job experiences
4. making changes in training plans when necessary

Some coordination visits are conducted throughout the entire school year while other types are "seasonal" or occur only at specific intervals. Some types should be considered "constant"--such as the public relations visit, the identification and evaluation of training stations, and the student progress visits. Anticipate and plan your time carefully.

Frequency of Visits

Visitations should be made frequently and for specific purposes, thus avoiding visits for only crisis situations or problems.

Some experts contend that the coordinator should spend a minimum of thirty minutes per week for each student enrolled in order to make adequate coordination visits; others suggest thirty minutes every two weeks.

The actual number of visits to each training station will depend primarily upon the conditions and nature of the training station and the maturity and ability of the student/learner.

Stagger visits so that the student is observed through the full spectrum of working hours; in other words, don't visit the employer at the same hour on the same day each week.

Guidelines to Observe

Conduct visits in a manner that promotes effectiveness and enhances efficiency.

Make visits at a time convenient to the training sponsor.

Make an appointment for any visit requiring the training sponsor's time.

Make the purpose of the visit clear to the training sponsor when making the appointment and/or arriving at the training station.

Plan for the visit carefully (See section on interviewing).

Do not interfere with the student/trainee's work.

Summarize and maintain records of all visits (See section on managing coordination time.)

Keep all information and records concerning the training station and the student/trainee confidential.

Discuss the student/trainee's problems and/or weaknesses only in a private session with the training sponsor and/or student/trainee.

If at all possible, take a few minutes to see the employer or a designated representative first when making a call and again when leaving; this is common courtesy.

Know and adhere to any legal regulations and/or company policies concerning your movement within the training station on one of your first visits.

Also comment on any strengths or successes observed. Positive reinforcement encourages better work and motivates the person to even more and better work.

Initial Visits

A series of coordination calls are made just prior to the opening of school if student/trainees start jobs then. However, some of these calls may be made during the preceding spring or during extended employment time in the summer:

Evaluate a company as a potential training station

Visit to seek cooperation as a training station

Visit to develop a Training Agreement/Plan

Visit to orient the training sponsor to his/her cooperative program responsibilities

First Visit Following Placement

Visit the training station during the first week the student/trainee starts to work to ensure that the student/trainee and training sponsor are getting started on the right track. Observe and discuss the following work related activities with the student and/or training sponsor:

Purpose of related instruction

Punctuality of student

Dress and behavior guidelines (written and/or unwritten) of the company

Training Agreement/Plan (provisions for hours, pay, and legal forms etc.)

Future visits for discussing job related activities

Provide the training sponsor with a file folder at this time. A folder should contain a full set of information about the cooperative program, including such items as:

Benefits of the program (company, student, and school)

Training Plan/Agreement

Student's school schedule

Business card and how you can be reached

Sample copy of the evaluation form

Other items that you feel will promote the training sponsor's interest in and knowledge of the program.

Periodic Visits

Visits to check on student progress, supervision by training sponsor, and job problems should be made as often as once every two weeks. During these visits you may check on a variety of things such as:

1. Working situation
2. Attitudes of student, co-workers, and training sponsor
3. Use of skills and knowledge from related instruction
4. Need for additional related instruction
5. Attendance
6. Exploitation of students

7. Training provided by training sponsor

8. Need to readjust the training plan

If the training sponsor has little or no previous supervisory experience and/or has not been involved with the cooperative program before, visit more frequently to ensure a successful partnership.

Some visits may be termed public relations visits; they occur on various occasions as time permits. Some visits may involve visiting members of the advisory committee, civic and community leaders, and parents.

Coordination visits to training stations on a regular basis are very important to having a successful co-op program. However, keep visits short and businesslike. Business and industry personnel are busy people.

Problem Visits

Job problems do arise at times. You may detect early signs of these from daily contact with the student in the related instruction class, on the student's attendance and evaluation reports, and by frequent visits to the training station.

These problem visits are usually made in addition to the regularly scheduled visits. Or you may receive a phone call or letter from the training station about an emergency; these problems should be dealt with as soon as possible. (See F-20 for other possible job-problem situations.)

Working with Job-related Problems

One important purpose of evaluation is to uncover problems that the student/learner may be having. Teacher/coordinators should be aware of the many types of problems that may arise (see F-20). Some problems can be avoided altogether or reduced considerably if the various techniques described in this handbook are utilized.

From time to time, students have problems at the training station and/or at school. Your program plan, as well as the general school policies and regulations, should specify in advance the appropriate actions for handling most problems. Also, the general school policies should specify due process guidelines to be followed. The recommended Student's Agreement form and the required Training Agreement/Plan provide additional policies and regulations.

Ways to Handle Problems

Regardless of the source or causes of the problems, handle them calmly and give fair treatment to all parties. Publish all rules and regulations in advance and follow them. Such rules prohibit certain problem situations from octroying. If an unusual case occurs, follow established procedures as far as possible and act only after ensuring each party due process.

Follow these guidelines whenever problems do arise either with students at the training station or in school:

Apply rules and regulations, policies, and procedures stated by school for *all* students.

Act as the student's representative when appropriate. *Help* individuals reach decisions (which is part of the cooperative program training).

Work with the student and then let the student try to work out the problem independently but under your supervision.

Be a referee and/or arbitrator when necessary. Serve as the representative for the school.

Inform administrators of problems.

Involve parents when appropriate.

The Referee Process

Balancing the needs, interests, and problems of the student/learner, the profit-seeking training sponsor, and the school's responsibility demands many refereeing and arbitration skills of the teacher/coordinator. This aspect of the teacher/coordinator's job is equally as important as the development of the technical skills for a specific occupation.

Refereeing means determining what the problem is, what caused it, and how to solve it; then the referee assists in gaining the cooperation of both parties in taking action to solve it.

The referee role is a difficult one to fulfill, it takes finesse and persuasion; it takes calmness and an understanding of human beings. Review "Interviewing Techniques" in this section of the handbook.

STEPS IN THE REFEREE PROCESS

1. Determine what the problem is by:

    a. questioning supervisor.
    b. questioning student/trainee.

2. Summarize the facts to:

    a. separate conflicting ideas.
    b. avoid jumping to conclusions.

3. Try to determine the cause(s) of problems, such as:

    a. misunderstanding
    b. failure of trainee to do work properly.
    c. attitude difficulty.
    d. failure of supervisor to teach necessary job skills.
    e. failure of supervisor to inform student.
    f. student's schedule conflicts.
    g. violation of law or training agreement.
    h. other employees at fault.

4. Plan alternatives.

    a. make thorough review and analysis of facts.
    b. determine what you think will be feasible in terms of policy of school and training station.
    c. discuss alternatives with supervisor and student.

5. Reach a decision satisfactory to all parties.

    a. summarize a plan of action in writing.
    b. give each party a copy of the decision and plan of action.

6. Follow-up soon to determine if plan of action is working or needs adjustment.

Absenteeism

The school teacher/coordinator is required by law to account for students' attendance in school and consequently at the training station.

Several specific procedures are built into the cooperative method to prevent most absenteeism:

1. School as well as cooperative program rules and regulations spell out procedures in writing and in advance.

2. Student signed an Agreement Form at enrollment time.
3. Students submit attendance and work reports on which employers certify the work hours.
4. Students are expected to call both the training sponsor and the teacher/coordinator when an illness or emergency occurs.
5. The training sponsor is asked to phone the teacher/coordinator when the student/trainee is absent without prior excuse.
6. A system is developed in advance for the teacher/coordinator to secure an excused absence from the employer for doctor's appointments, funerals for immediate family, etc.
7. Schools often set such rules as absent from school in the morning also means absent from work in the afternoon unless prior approval is obtained from the teacher/coordinator.

Transfers

Once students are placed at a training station, they should not be transferred to another company without good cause. Rotations from job to job, or between departments within the same company, are usually part of the training plan.

Transfers should be made only after the situation becomes unsolvable by other means. Transfers may be necessary if the student/trainee is unable to do the work the training sponsor requires done, if a safety or health problem occurs, or if there is a serious personality conflict between the student/trainee and the training sponsor.

Also, the training sponsor may refuse to follow the training plan (they may not always rotate student/trainees at a specified time but this is not usually serious enough to cause a transfer) or simply have no work for the student.

As part of your local program plan, specify the procedures for making transfers--when they may or should be made, who is responsible for initiating the transfer, and what procedures are to be followed to ensure due process and protection of students' rights. Last but not least, identify some alternatives (such as a different job, reassignment to an in-school class, independent study, in-school supervision, such as simulation or some other activity) if there is a time lag when making transfers.

Dismissals

A student may be fired because of lack of skill or poor attitude. The training sponsor should agree to notify the teacher/coordinator before taking such action--and this statement should appear on the Training Agreement/Plan. This notification permits the teacher/coordinator time to serve as referee and may solve the problem without dismissal.

Again, general school policies and the local cooperative program should provide guidelines and procedures for treatment of such problems.

Occasionally a student may be accused of stealing at the training station. Great care must be taken to ensure the student's rights to due process so that accusations are not made unfairly.

Interviewing

An interview is defined here as any meeting between the coordinator and one or more persons for the purpose of exchanging ideas and information and determining a plan of action.

As a coordinator, you will be involved in many interviews (or meetings) with a variety of people, such as students, job supervisors, training sponsors, school administrators, business or trade people, parents, faculty, and counselors. Therefore, it is extremely important that you be effective and efficient in conducting interviews.

Coordination calls are often a form of interviewing; hence, an "interview" may be: (a] any initial interview with a student, a job supervisor or other person, (b) a coordination call with a job supervisor, or (c) any meeting in which questioning and communication take place.

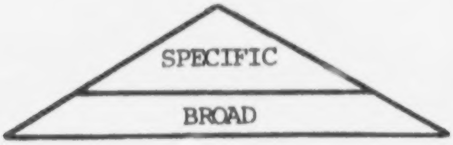
Successful interviews increase the understanding and cooperation between all parties while unsuccessful interviews or meetings cause frustrations, misunderstandings, and additional problems. Some basic guidelines to follow in conducting interviews and any number of special interviewing techniques which can be employed will be reviewed here.

The major function of the interview is to exchange information, ideas, and feelings in order to determine a plan of action.

Interviewing Strategies

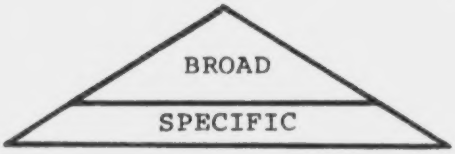
Formulate strategies for questions effectively. Two general plans for doing this are: (a) Pyramid, or (b) Inverted Pyramid.

In the pyramid plan, begin with a precise or closed-end question and then proceed to a question which demands a broader answer. The pyramid plan calls for narrow questions at the beginning and moves to a broader type question as the questions proceed. Each question is related to the preceding one and all questions should be part of a step-by-step progression to a specific objective.



The pyramid plan is useful in moving the respondent from specific information to generalizations--to new ideas.

In the inverted pyramid plan the reverse progression is used. The first question is broad in nature and each succeeding question becomes narrower in scope. The inverted pyramid plan is especially useful in investigating the other person's perception and feelings about a situation while advancing step by step to the pinpointing of a final fact (or action).



In addition to the differences in purposes between the two plans, both the pyramid and the inverted pyramid plan have some specific advantages. Therefore, select the plan that promises to achieve the purposes of the interview more effectively and efficiently.

Some advantages of the pyramid plan are:

a. Specific questions are easier to answer (and the specific questions occur first in the pyramid plan).

b. The respondent's feeling of inadequacy is eliminated during the simpler tasks and praise or feedback is provided.

c. The respondent is motivated to take an interest in the topic if the initial questions indicate the meaning.

Some advantages of the inverted pyramid plan are:

a. The need for asking many detailed questions is eliminated.

b. Respondents can more efficiently recall details when they are permitted to report them by following their own patterns of association.

c. By giving respondents greater freedom at the beginning, you will not constantly interrupt their chain of thought.

d. By asking the broadest questions first, the coordinator can avoid imposing a frame of reference on the respondent.

Summary

The successful interview doesn't happen by accident. It takes careful planning, skillful execution of those plans, and prompt action afterward on the part of the coordinator.

Interviewing techniques are used daily by the coordinator; therefore, you should make a conscious effort now to improve your skills in this area. Evaluate your interviewing techniques periodically in order to maintain a high level of skill and to discover areas for needed improvement.

Keeping Records

Because of the diversity of coordination activities, a good system of keeping records and managing paper flow is essential. Functionally designed forms and central data storage systems will avert many problems and facilitate program operation.

Certain forms are required; others (or similar ones of your own design) are highly recommended for their potential use as documentation and/or supporting evidence for your Annual Report and 5-Year Accreditation or Program Review. When you use the forms recommended through this handbook, simply add your school name with transfer letters or your school's letterhead.

Color code forms for easier reference: blue, for forms used only by students; pink, for forms used by the coordinator; yellow, for the forms used with the training station; and green, for forms used for reports

reports such as those sent to the state department or the school administration office.

Set up a recordkeeping system for the different types of records and forms you already have or will review later in this handbook. The system may be divided into three parts: (1) student files, (2) program administration files, and (3) related instruction files.

RECORD FILE

STUDENT'S NAME:---

1. Application for Cooperative Program
2. Analysis of Recruitment Interview
3. Student Profile
4. School Record (if used)
5. Teacher Recommendations
6. Training Agreement

*7. Attendance and Work Reports
*8. Progress Reports
9. Student Agreement Form
10. Home Visit Report (if appropriate)

Social Security Number
Home Address

Home Phone
Parents Name
Parent's Business Address
Work Area
Parent's Business Phone
Other Pertinent Data

ADMINISTRATION FILE

STUDENT'S NAME:---

1. Student Job Application
2. Data Sheet
3. Training Agreement
4. Training Plan
5. Parent's Name
6. Parent's Home Address
7. Parent's Business Address
8. Home Phone
9. Business Phone
*10. Progress Reports
11. Teacher/Coordinator's Name Address, Phone
*12. Coordination Visit Reports

RELATED INSTRUCTION FILE

STUDENT'S NAME: ---

1. Training Plan
2. Work Schedule
*3. Progress Reports
*4. Attendance and Evaluation Reports
5. Pertinent Information Relative to Work Station
6. Special Projects
7. Related Instruction Schedule

*May be placed in other folders at times.

Student Files

Many teacher/coordinators maintain three types of student folders; each one has a special purpose and may be filed in the same or different locations.

Student Record Folder. Many of the records may be considered personal and should remain in a secure location in your office. The personal file contains information such as that illustrated.

Student Coordination Folder. This folder contains those forms needed when you visit the training station--private records should not be carried with you as a general rule. Some teacher/coordinators carry an actual file folder; others insert the visitation papers in a professional looking notebook as a public relations device. Whichever form you use, the visitation folder contains these types of information and forms.

Student's Related Instruction Folder. This folder contains information and forms needed in the related instruction portion of the program. It may also contain copies of assignments and special projects, schedules for instruction, and bibliographies of special references and resources. This folder should be kept wherever the related instruction is provided; its contents are illustrated (See F-15).

Program Administration Files

Keep both completed and blank copies of program approval forms, budgets, annual reports, class rosters, and other administrative forms in a secure location. Blank forms for planning your coordination visits, recruiting and selecting students, and other operational forms should also be filed in this section.

File copies of any correspondence with employers, state supervisors, school administrators, and others in folders with appropriate captions.

Keep copies of current legal regulations on hand at all times.

File materials promptly and in the appropriate folders for ease in compiling monthly and yearly reports.

These files become an important part of the annual report at the end of the year and for periodic Program Reviews and state audits.

Related Instruction Files

Maintain a subject file pertaining to the related instruction your student-learners are likely to need. Add to it continuously from published sources, training stations, and governmental agencies.

Keep these files in a convenient but secure location.

Coordination Forms and Reports

There are three basic types of coordination report forms: scheduling forms, reporting forms for individual visits, and summary reports.

1. Monthly Coordination Calendar. Make long-range plans by scheduling coordination visits a month in advance. It saves time as daily decisions are no longer necessary. It ensures that visits are made to *all* students--not just those with problems. At the beginning of the year, record all activities for the year such as holidays, employer/employee appreciation events, and professional meetings.

In August, schedule your periodic evaluation visits prior to the end of all grading periods. Identify all public relations activities and advisory committee meeting dates and schedule them for the entire year.

Then each month plan your coordination visits so that you visit each one approximately once every two weeks.

Use the monthly calendar in conjunction with the Special Purpose Schedule described below as you insert the name of the training sponsor(s) and student/trainee(s) on specific days. Other types of visits and coordination activities may be scheduled some days. Also, leave some minimum amount of unscheduled time for unexpected or emergency visits.

2. The Special Purpose Schedule. Determine at least one specific reason for each coordination visit and insert it opposite the student/trainee's name on your Special Purpose Calendar. In some programs the special purpose may be the same for all students (such as "check on telephone skills") or it may be different for each student in other program areas. This calendar should provide space for as many as three visits and several problem visits during each evaluation period for each student/trainee. A special section should be reserved for the evaluation visit.

The Special Purpose Schedule is an excellent management tool to ensure that every student is supervised adequately and that specific job competencies are observed and evaluated. Use it in making up your monthly coordination calendar and other reports (see F-22).

3. Weekly Coordination Schedule. Transfer the data from your monthly calendar to the weekly one (see F-23). Leave this schedule with the appropriate person in your school/unit so that you can be reached without delay if an emergency occurs.

The calendar of scheduled calls is also useful in documenting your coordination for reports, mileage, and other summary reports. It will also help you make good use of your time. But take care that you do indeed visit those companies on the day specified.

4. Coordination Visit Report (see F-23). The Coordination Visit Report is probably the most effective tool for:

(a) correlating job observations with in-school related instruction and

(b) providing continuity from one visit to another.

Complete a Coordination Visit Report for every visit made--whether it is for evaluation of the company as a training station or observing a student. This report is a memory jogger--provided you use it properly. Fill it out as soon as you leave the training station. Record impressions, observations, and any comments made by supervisors, co-workers, or the student. Note specifically any follow-up action that you need to take right away; indicate the need to observe the same technique or task the next time you visit. Record the names and job titles of all those individuals you meet; itemize the different pieces of equipment the student/trainee is using or is located near (the student might get to use it or you may be able to plan a field trip in the future). Review the section on "Guidelines to Observe" for additional observation hints.

TYPICAL PROBLEM SITUATIONS

Employer fails to give salary raises

Coordinator does not have office or access to the related subjects classroom in afternoon (used by other teachers)

Other employees do not cooperate in training student

Parents object to students being assigned certain jobs to do

Employer too busy to confer with coordinator

steals money or merchandise
wrong

Co-worker asks student to punch the for him/her--or vice versa

Employer changes student's work schedule

Student tells confidential information

Student goes to restroom and then punches out late

Student is jealous of co-workers or fellow students

Student has transportation problems

Employer doesn't want to hire a male for a traditionally female job

Employer who wants student to work more than legal hours and/or only on weekends

Girl/boy friend problems that interfere with work

Employer feels that school has not contributed much to the progress of the student

Job turns out to be boring, too low-level

Employer fails to adhere to schedule of work experiences (rotation)

Employer wants to lay student off during slack season

Student loses interest in the program and its training

Employer wants student to work overtime too often

Employer makes a pass at a student

Training sponsor does not give Student directions and student does the work

Student has problems with the time clock
difficult customer/client/caller

Student can't handle grapevine information, gossip

Student "borrows" money from the cash box for lunch

Student has low morale and motivation

Student does not follow proper communication and authority channels

Employer doesn't want to hire a minority student

Liquor and drugs on the job

Student has dress or grooming problems

Uncooperative training sponsor

Student has interfering mother or father

Training sponsor is too busy to see the teacher/coordinator or is always out

SUMMARY SHEET
CALENDAR OF COORDINATION VISITS

☐ AG ☐ HEALTH
☐ B&O ☐ HE ED
☐ DE ☐ IND ED
☐ OTHER

Period _____ 19 ___ - 19 ___ Coordinator ______________________

PURPOSES OF VISIT: #1 ______________________ #2 ______________________ #3 ______________________

NAME OF STUDENT	VISIT #1		VISIT #2		VISIT #3		PROBLEM VISITS (See Special Reports)			EVALUATION VISIT	
	Date	Comments	Date	Comments	Date	Comments	Date #1	Date #2	Date #3	Date	Comments
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

F-21

WEEKLY COORDINATION SCHEDULE

☐ AG ☐ HEALTH
☐ B&O ☐ HE ED
☐ DE ☐ IND ED
☐ OTHER

NAME WEEK OF

DATE	TIME	COMPANY	PERSON PHONE

☐ AG ☐ HEALTH
☐ B&O ☐ HE ED
☐ DE ☐ IND ED
☐ OTHER

COORDINATION VISIT REPORT

SCHEDULE
Date ______
Hour ______
Minutes for Visit ______
Period 1 2 3 4 5 6
Visit Requested by: Student Supervisor Coordinator

PURPOSE OF VISIT	(Check)
Observation of Student at Work	
Visit with Supervisor	
Evaluation for Period	
Problem Situation	
Other (list)	

SUMMARY COMMENTS. Record observations made, actions taken and suggestions or tentative plans discussed. Include specific compliments and criticisms if they are made.

By Student:

By Job Supervisor:

Other:

____
TEACHER-COORDINATOR

BEST COPY AVAILABLE

ENROLLMENT PROCESS

Prerequisites for Enrollment

Students who are selected for co-op should have a career objective in a specific occupational area. Equal access should be provided for all students.

There should be a common understanding between employers and the school concerning program entry criteria and standards (use the advisory committee for this). The prerequisites and criteria should be reviewed periodically by the teacher/coordinator, the faculty, the training sponsors, the administration and counselors, and the advisory committee. A recruitment plan can then be developed that specifically attracts the appropriate students.

As of January, 1987, the minimum time or competency level in training before being eligible for the cooperative program in each area is:

> Agriculture Education. The teacher determines occupational competency before placing student on the cooperative program.
>
> Business and Office Education. Student must have completed at least three units of credit in the program area and have completed their junior year.
>
> Health and Personal Services Occupations Education. The teacher must judge that the student is occupationally competent and then recommend the student to the teacher/coordinator.
>
> Home Economics Education. Secondary students must be seniors with one year of commercial foods completed before enrolling in the cooperative program.
>
> Postsecondary students must be judged occupationally competent by the teacher and recommended to the teacher/coordinator.

Industrial Education.

a. Co-op is limited to seniors only at the secondary level.

b. At the postsecondary level the prerequisites are different: A written plan must identify some prerequisite time; generally it is 360 hours for all programs. However, the instructor can document competence and recommend students for the cooperative program, particularly veterans.

c. Have been enrolled in a specific program long enough to accumulate specific occupational competencies.

d. Are making satisfactory progress in the vocational program.

e. Have been recommended by the instructor as being ready to begin work in an on-the-job training program

f. Have been approved by the co-op coordinator and the vocational principal/coordinator.

Marketing Education.
In secondary programs only seniors are elibible and either one or two years of marketing and distributive education instruction must be completed depending on the specific program.

SEE THE PROGRAM AREA DIVISION OR CONTACT YOUR REGIONAL PROGRAM COORDINATOR FOR DETAILS ABOUT YOUR OWN PROGRAM AREA.

Recruitment Process

Recruitment activities should be conducted indirectly throughout the year; however, most activities are concentrated at certain points in the year: (1] during pre-enrollment or pre-registration time, and (2] at the beginning of the school year. Some activities are long range and others are immediate.

Develop a definite plan of yearly activities as well as for the recruitment period just prior to enrollment time. The steps in the process are outlined in this section; a variety of recruitment activities are also suggested for your use.

GUIDELINES FOR PROVIDING FOR EQUITY DURING RECRUITMENT

RECRUITMENT - Students must be given information about all occupations available to them. Care must be taken when presenting the programs to prospective students to avoid stereotyping.

Is unbiased information about all programs available to all students?

Are program area teachers included in recruitment and selection of students?

Is recruitment based on occupational objective, interest and aptitude, and not on the basis of race, color, national origin, handicap, and/or sex of the student?

Are knowledgable personnel available to students to discuss available programs with them?

Are non-traditional role models available, especially at recruitment time?

Do role models represent individuals of different races, colors, national origins, and/or sexes?

Are equitable course descriptions used?

Are parents involved in presenting equitable information?

Are parents supportive of non-traditional course selection by their children?

Are students prepared for peer pressure resulting from a non-traditional career?

Do recruitment materials contain illustrations of individuals of different races, national origins, and/or sexes?

Are handicapped persons included in illustrations?

Application Process

The teacher/coordinator needs to become acquainted with the student to determine qualifications for possible enrollment and placement. The student should make a formal, written application for enrollment and be interviewed. The student may need such experiences in preparation for making a job application.

As soon as an the interview is concluded, record your impressions about the student applicant for consideration later when considering students for enrollment and placement.

Securing Teacher Recommendations

Select teachers in two ways: (1) those teaching the prerequisite occupational course(s) and/or (2) those listed by the student (including either occupational or general courses). The teacher's recommendations, whether low or high, should be used as a uide only; a low rating or identification of a weakness should not mean automatic rejection. It may be the result of a personality conflict and/or discipline problems with the teacher rather than lack of ability. Comments should be used in counseling with the student, scheduling occupational courses in addition to enrollment in the cooperative program, placing the student in an appropriate training station, and planning related instruction projects later. Low ratings in vital areas, if consistently rated low by all teachers, may result in rejection if you do not feel that you can help the student or if the student does not show any indication of overcoming the low rating. Some personal attention from the teacher/coordinator may result in an excellent co-op placement.

Selection Process

At this point you should determine which students are eligible for enrollment and which students are to be selected for the program.

You may want to indicate a tentative approval, conditional approval, full approval, or rejection. Usually full approval is not given until two more steps are completed: (1) parental permission for enrollment is received and (2) the student has been placed on a job and the Training Agreement has been signed by all parties.

Part of the teacher/coordinator's role is to be a teacher. Perhaps the biggest teaching content in this role is the area of employability skills. Helping students develop the kinds of skills and attitudes toward employment that help insure their job success is a tremendous challenge, particularly with younger students or students from disadvantaged backgrounds. But that is precisely the golden opportunity the cooperative program method has--giving employers a source of workers who probably would have been unsuccessful except for the co-op experience.

Student selection is NOT:

a way to enroll only top students

a way to enroll only low-ability students in specific occupational clusters

a way to substitute for classroom management or a way to eliminate students who are disciplinary problems

Also, some students should not be selected in the cooperative program if they are:

interested only in earning money

interested only in getting out of school early physically unfit for employment

participating in too many extra-curricular activities or in those scheduled at the end of the day

emotionally immature

extremely low in employability skills

See G-8 for Guidelines relating to selection processes.

The student applicant should receive notice that he/she will or will not be accepted for the program either in person or by letter. Many teacher/coordinators use a letter as a courteous gesture.

The same courtesy should be extended to student applicants who are given tentative or conditional approvals. The best way is to visit with these students again to explain the next steps and secure a signed Student Agreement form (see next topic).

Record your decision about each student and file this information along with the acceptance or rejection letter.

Also, review the student profiles and other papers; identify a tentative job title or area in which to seek placement for that particular student. Record this information and place it in the student's file.

Student Agreement Form

Most teacher/coordinators ask students to sign a Student Agreement form (such as the recommended one in this section) that itemizes some of the policies and procedures inherent in the cooperative program approach. Review the statements on the form with the student, perhaps during the recruitment interview, and ask the student or the student's parent (if the student is a minor) to sign the form and return it before you fully approve enrollment in the program. Also, make a second copy for the student or the student's parent.

Cooperative program students have the same rights and privileges as all other students in the same school or unit. Any problems must be handled fairly according to the school's policies and guidelines for due process.

At the same time, cooperative program students should not expect special privileges other than those essential to the operation of the program. Students (and parents of minors) must be informed of school policies relative to the cooperative program before enrollment. The signed Student Agreement form indicates prior knowledge.

The Training Plan/Agreement

The Training Plan/Agreement must be completed and signed by all appropriate persons and kept on file in the co-op office. Failure to follow this procedure could seriously jeopardize the program and the coordinator (see G-9 and G-10).

Home Visits

The home visit is most often used during recruitment time at or near the time of the student's acceptance. Some program areas require the teacher/coordinator to make home visits; others may choose to do so. These visits are useful for understanding the student, developing the student's vocational program, interpreting the cooperative program and its procedures to the parents, and securing the parental cooperation.

GUIDELINES FOR PROVIDING FOR EQUITY IN THE SELECTION PROCESS

Selection - Bias on grounds of race color, national origin, sex, and handicap is prohibited in vocational education. Vocational education must be available to all individuals who can benefit from these programs.

Do individuals of different races, colors, national origins and/or sexes show interest in the program through application?

Do handicapped persons show interest in the program through application?

Is selection made without bias on grounds of race, color, national origin, sex, or handicap?

Are handicapped persons mainstreamed into the program?

Do program enrollments reflect individuals from different races, colors, national origins and/or sexes?

GUIDELINES FOR SELECTION OF COOPERATIVE STUDENTS

1. The student must have a career objective in the occupational area.
2. Select those students who need the cooperative arrangement the most (minority, disadvantaged, handicapped, female in non-traditional careers) provided they are occupationally trained or have the potential for success.
3. Only those students enrolled in the related class should be selected.
4. Only those students who have the necessary prerequisites should be selected.
5. Only those students who have parental consent (at the secondary level) should be selected.
6. Only those students for whom an appropriate job placement is located should be selected.
7. Only those students who agree to the cooperative program procedures shouldld be selected.
8. Select only those students who are willing to forego some after-school activities.
9. Select some students who seem to need an alternative approach to learning.

TRAINING PLAN AGREEMENT

COOPERATIVE EDUCATION
Kentucky Department of Education
Office of Vocational Education

☐ AG
☐ B & O
☐ ME
☐ HEALTH
☐ HOME EC
☐ IND TECH
☐ SP VOC PROG
☐ OTHER

Name of Student	Social Security No.	Birthdate	Age
Address ______________________ Street ______________________ City State Zip	Phone	Program Level Sec ________ P. Sec ________ Other ________	

Name of School	Date
Address ______________________ Street ______________________ City State Zip	Region/District
O. E. Code No	Instructional Area(s)
Name of Teacher/Coordinator	Instructional Area Teacher

Name of Company (or Employer)	Phone	
Address ______________________ Street ______________________ City State Zip		
Name of Training Sponsor	Title	Phone

Job Title (Career objective of job for which student is to be trained)	D O T Code No	
Wages per hour to start $ ____________	DATES STARTED Voc Training ____________ Co-Op Program ____________	Competencies completed before cooperative program
Work Schedule ☐ Days (give No of Days ______) ☐ Half Days ☐ Weeks (give No of weeks ______)		
Student's Work Schedule:		

KDE-MIC Approved
4200-1021 Rev 6-87

TRAINING PLAN AND AGREEMENT

THE EMPLOYER AGREES TO:

Take an active part in training and supervising this student while providing on the job instruction in accordance with the student-trainee's Training Plan and Agreement

Assist the coordinator in evaluating the student's performance on the job by completing the evaluation form when required.

Provide close supervision by an experienced and qualified person and to avoid subjecting student-trainee to unnecessary or unusual hazards.

Notify the parent and the school immediately in case of accident, sickness, or any other serious problem

Permit and expect the coordinator to visit periodically to discuss tne progress of the student-trainee and to observe them on the job.

Pay the student-trainee an agreed wage and to recognize satisfactory service throughout the year with salary increases.

Give the same consideration to the student-trainee as given to other employees in regard to safety, health, social security, workmen's compensation, general employment conditions and other regulations to the business.

Comply with all regulations prohibiting discriminination on the basis of race, color, national origin, religion, sex, maritial status or handicap.

THE STUDENT-TRAINEE AGREES TO:

Be courteous and considerate of the employer, co-workers and others.

Keep the employer's interest in mind and to be punctual, dependable and loyal.

Notify the employer and the coordinator as soon as possible if unable to go to work and/or school.

Keep such records of work experience and wages earned as required by the school and to submit them on or before specified deadlines.

Conform to the policies and regulations of the employer and the school.

Maintain a satisfactory performance in the school and on the job.

Abide by Training Plan and Agreement developed by teacher/coordinator and employer

THE COORDINATOR, ON BEHALF OF THE SCHOOL, AGREES TO:

Prepare with the assistance of the training sponsor a Training Plan and Agreement of job experience

Revise Training Plan and Agreement as needed to improve student's job experiences

Visit the student on the job on a regular scheduled basis to determine instructional needs and to insure that the student-trainee receives job training and supervision as well as a variety of job experiences

Recognize that much of the information gathered at the company is confidential

Make provisions for the student-trainee to receive prior or concurrent related instruction on a regularly scheduled basis as outline in the Training Plan and Agreement

THE PARENT OR GUARDIAN AGREES TO:

Accept responsibility for the student-trainee's safety and conduct while traveling to and from school, place of employment and home.

Support the concepts outlined in the cooperative education program.

SIGNATURE OF EMPLOYER	SIGNATURE OF STUDENT
SIGNATURE OF COORDINATOR	SIGNATURE OF PARENT

Copies sent to: ___Employer ___Student ___Parent ___Teacher-Coordinator

The Kentucky State Board of Education complies with all federal regulations prohibiting discrimination on the basis of race, color national origin, religion sex, marital status, age or handicap in matters pertraining to admissions, employment and access to programs

BREAKDOWN OF TRAINING AND RESPONSIBILITY

List the major competencies (tasks, topics, etc.) the student is to develop while enrolled in the cooperative program. These may be skills, attitudes, knowledge of technical content and understandings. Check the appropriate column to show whether the competency will be developed at the training station or the school or both. In the "Completion" column indicate whether the competency has been completed and/or achieved using this key: C, completed; PC, partially completed; NC, not completed; or NA, not applicable. The far right column may be used for any special purposes you may have.

NO.	MAJOR COMPETENCIES TO BE DEVELOPED (Skills, knowledge, attitudes, understandings, etc.)	TRAINING AT		COMPLETION				OTHER
		TRAINING STATION	RELATED CLASS	C	PC	NC	NA	

PLACEMENT PROCESS

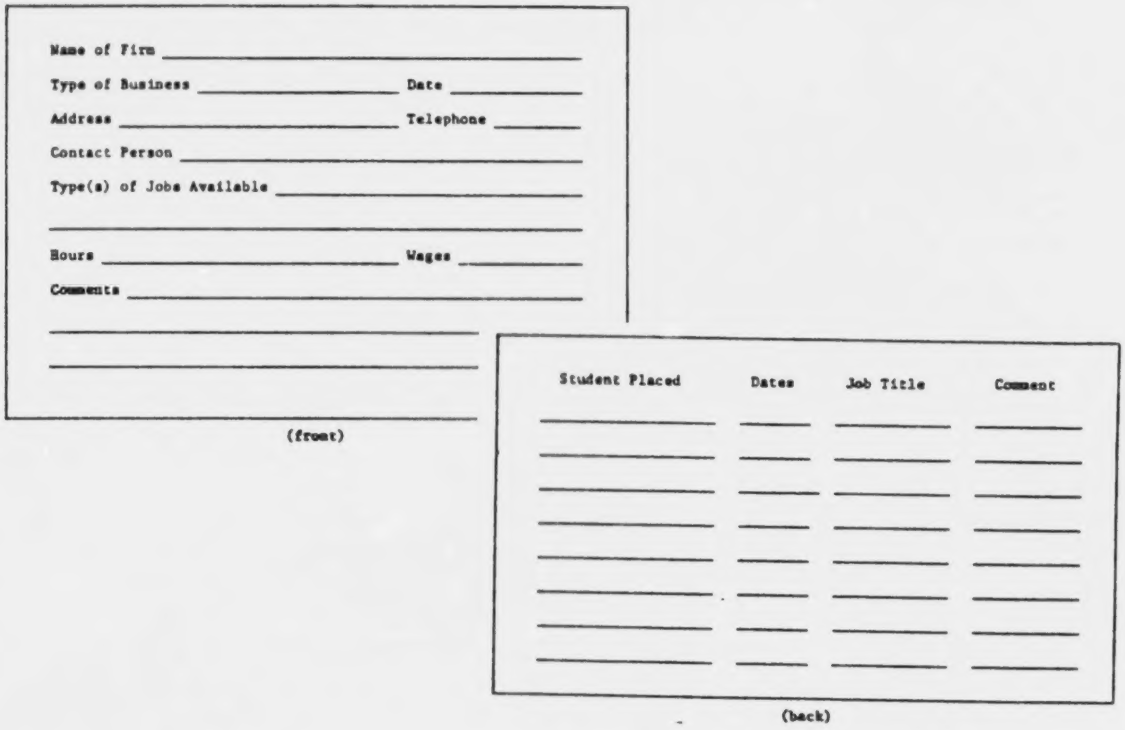
Selecting Training Stations

The training station is an extension of the school. A good portion of the success of the cooperative program depends on the quality of the training station; hence, only those companies and industries who meet high standards should be utilized as training stations.

Maintaining a Training Station Resource File

Card file. Develop a training station file that identifies companies and industries that may have the potential to be good training stations. Keep this card file up-to-date and current by visiting companies and industries throughout the year, especially new ones. Visit others on your regular coordination calls.

TRAINING STATION RESOURCE FILE



Name of Firm ______________________________

Type of Business ______________ Date __________

Address ______________ Telephone __________

Contact Person ______________________________

Type(s) of Jobs Available ______________________________

____

Hours ______________ Wages __________

Comments ______________________________

____

____

(front)

Student Placed	Dates	Job Title	Comment

(back)

The Working With Potential Training Stations

Before

1. Set up appointment with a top management person.
2. Arrive on time.
3. Take along professional looking printed materials that describe the program and its benefits.

During

1. Greet the person by name; introduce yourself; use your business card.
2. State the purpose of your call.
3. Explain briefly the purpose of the cooperative program emphasizing benefits to the company, the community, and the occupational area.
4. Encourage manager to ask questions and suggest problem areas.
5. Answer questions carefully; meet problems calmly and admit areas of concern; avoid controversial issues.
6. Hand out brochure briefly outlining the program, roles of each party, and some procedures. Do not itemize too many details as they will make the program sound too complicated.
7. Ask to tour the business so that you may observe equipment, facilities, and working conditions.
8. Get acquainted with personnel director and department supervisors if possible.
9. Ask for the manager's cooperation. (Avoid questions with a possibility of a "no" answer such as "Will you employ a student?" Rephrase the question: "Will you employ one or two students?"
10. If you get a "yes" answer, describe the type of job needed and/or determine what job(s) they have available; ask for the name of the person you should contact about further arrangements either that day or tomorrow.
11. Whether you get a "yes" or "no" answer, conclude the interview by thanking the manager. Leave information and your business card.

After

1. Record your impressions of the evaluation visit.
2. Send a letter thanking the manager for visiting with you and, if appropriate, for agreeing to cooperate as a training sponsor.

Making Placement Visits.

After you have selected students for the cooperative program, match their career objectives, interests, and abilities with jobs at specific training stations. You may know of openings at one or more companies because they either called you, had an opening in the want ad section of the newspaper, or have been training stations before.

Many times, however, you are faced with the situation in which you have selected a student for enrollment but do not know of a specific job opening related to his/her career objective. Check your Training Station Resource file for reputable companies that employ individuals for the type of job title you need; then visit the potential training station to gain their cooperation.

Sending a Yearly Letter.

In established programs some coordinators send a letter to past, as well as potential, training stations just prior to starting the placement of students. They ask employers to call or write them if they have immediate part-time openings or anticipate having them in the near future.

Keeping Placement Records.

Keep track of students who have been placed at a specific training station; record comments about their experiences and yours in working with the company. File these comments with the Evaluation of Training Station forms in your file.

Maintaining Training Stations.

After a training station has been established, you should work to maintain it. This may be done in several ways:

a. Develop a sponsor development plan and provide continuous assistance.

b. Sponsor employer appreciation events.

c. Send thank you letters from the student and you.

d. Write news releases to give public recognition of the contributions made by employers.

e. Give recognition through speeches, comments to the Advisory Committee, and school meetings.

Preparing for Placement

The teacher/coordinator is responsible for making appropriate placements for each student/trainee. The job must be related to the student/trainee's career objective; be a job matched to the student/trainee's curriculum, interests, abilities, and potential; and be at a reputable company or industry that is willing to cooperate fully in the program.

The student is not fully accepted in the cooperative program until he/she has been placed on a suitable job and a Training Plan/Agreement are developed and signed. This placement must be mutually acceptable to both the employer and the student (as well as the parents of a minor) and have the teacher/coordinator's approval.

The objective of the cooperative vocational program is to provide correlation between a job and a related class in the occupational cluster. You will find it tempting at times to place students on any type of job but avoid this. Student/trainees do not benefit fully from unrelated job placements and they often have job-related problems. Once a student accepts any job, it is difficult to make changes.

When to Place Students

Your school should have written policies and procedures concerning placement. Generally, student/trainees should be interviewed and employed when they are occupationally proficient and have the required competencies.

Some teacher/coordinators select students in the spring and find suitable training stations for them at that time. Students should begin work in the spring or summer only if you are able to provide adequate and continuous coordination and supervision.

Some high school teacher/coordinators select students in the spring and work with counselors in preparing dual class schedules for the fall. If students are not placed when school begins, they attend a regular class schedule until they are placed.

In vocational schools utilizing open entry/open exit entrance and graduation requirements, time of year of the placement should be of little consequence to vocational schools using open entry/open exit.

The Placement Process

Placement begins when you attempt to match the students you selected for the program with the job openings available. Job openings seldom just occur, therefore, prior to and during the placement process, you will also be searching for job openings at approved, reputable firms. Review the earlier materials on selecting training stations. Remember that you may need to search for a specific job for an unusual or different career objective and at times you may not have information on file, regarding a specific request. (A student orientation checklist is provided on H-12).

Secure parental (or student) permission to release records. You will find times that you want to inform prospective employers about students' qualifications; yet at the same time you may be legally restricted from doing so.

Securing a release from the student (or the parent if the student is a minor) so that you can share school records with the prospective employer may not satisfy compliance with the Buckley Amendments regarding confidentiality of records, although you may want to have it signed anyway.

Therefore, request that students take transcripts with them on job interviews and insist that employers interview all student/applicants and require them to complete job application forms, thus relieving the teacher/coordinator from responsibility for release of records. Insist that employers make the final decision on hiring.

Give Out the Introduction Cards.

Give each student/applicant an introduction card (see the recommended one) that tells the employer that this is the cooperative program student you are sending for the interview. It also tells the student the name of the company and interviewer as well as the time and place of the interview. Some teacher/coordinators make appointments for the students; others have students make their own. At any rate, the teacher/coordinator should inform the interviewer of the names of student/applicants.

INTRODUCTION CARD FOR JOB INTERVIEW

This card introduces ____________________
who has applied for enrollment in the Cooperative
Program. This student is interested in the position
of ____________. This student should report to:

Firm: ____________________

Address: ____________________

Interviewer: ____________________

Phone: ________ Appointment Date: ______ Time: ___

(SCHOOL NAME)
(ADDRESS)
(Please complete the
other side of this card
and return to school)

____
Coordinator

EMPLOYER'S REPORT OF JOB INTERVIEW

Please complete this card and mail to ____________

Evaluation of student during interview:

Name: ____________________

Poise:	___ At ease	___ Composed	__ Nervous
Attitude:	___ Cocky	___ Cooperative	___Reserved
Verbal expression	___ Clear, logical	___ Unclear	___ Poor Grammar

Will accept for employment: ___ Summer ___ Fall

___ Will not accept for employment. Reasons: ____________
____

Date __________ Signature ____________________

Employers should select those hired to avoid accusations and problems later. Thus, the student/applicant is hired under relatively the same conditions as regular workers. Furthermore, the student/applicants experience the competition of securing a job--a real life situation.

Send students on interviews.

Exceptions to the three applicants per job and three interviews per student can and should be made occasionally.

The shy, timid, reserved, and less mature student will seldom be selected if competing with the extroverted, mature student. The less qualified students should not be sent to interview for jobs requiring far more qualifications than they have.

In some cases consider sending only one applicant to be interviewed. For example, locate specific jobs that demand only low entry-level skills for less capable students. On occasion you may have a student with a different career objective than any other student enrolled, thus only one student can be sent for a matching job opening.

Some teacher/coordinators ask students to prepare a standard job application form for the occupational cluster, type application letters, and prepare resumes. The student takes a file folder with these materials to the interview and gives it to the interviewer. Suggest that they add a copy of their school transcript to the folder. Consider using all or part of this file folder technique.

Have Students Report on the Interview.

As soon as students have been interviewed, they should report their impressions to you both in writing and orally. Set a time and place for them to do this.

Ask students to indicate which position they are most interested in and why, but at the same time let them know they will not necessarily be employed at the preferred one; the employers will make those decisions while you will do your best to secure a good, appropriate job for them.

If a student dislikes a specific situation, he/she should be permitted to decline employment there. The teacher/coordinator should determine the reason and decide if it is legitimate. The interviewer returns the employer's half of the Introduction Card. Collect the results of the interviews as soon as possible after the last applicant has been interviewed by visiting the prospective employer personally if at all possible. The personal call is 100 percent better than a phone call.

Employer confers with you before making any commitment to a student/applicant. This procedure enables you to confer with the employer while developing the Training Plan/Agreement process. You are responsible for supervising the employment situation and review with the employer the legal requirements of:

(a) child labor laws (total hours, time of day to work, hazardous work)

(b) social security numbers

(c) wage and hour laws (minimum wage, subminimum wage approval)

(d) V. A. regulations

(e) restrictions on pay if student/trainee receives benefits

(f) equal opportunity for employment

Ideally, students should be sent out for a second interview only after the teacher/coordinator learns that they were not selected by the first company; however, because of the time involved in having each company interview three applicants, some students may be sent on a second interview before the first company makes a selection. Therefore, one student may be selected by two different companies. If companies confer with you prior to making definite offers to students, you can avoid the problem of students switching at the last minute.

Develop the Training Plan/Agreement.

See the section on "Training Plan/Agreement." Complete this required form for each student.

Determine a definite date for the student to start work. All papers and legal forms (Employment Certificate, social security number, etc.) must be filed in appropriate places before the student starts work. Coordinate the student/trainee's orientation to the job. Discuss new employee orientation with the training sponsor and a job supervisor. Provide this orientation checklist (see Attachment 1) or a similar one as a guide.

Develop the Training Plan with the Training Sponsor and Job Supervisor. See the materials devoted to development of the Training Plan that appear later.

Prepare a Supervisor's File Folder.

Prepare and deliver a file folder on the student/trainee to the appropriate training sponsor job supervisor. Include copies of the Training Agreement/Training Plan as well as brochures about the cooperative program, orientation checklist, and other materials. You may want to include a sample of the Evaluation or Progress Report to be filled in later, the Student's Attendance and Evaluation, and Training Profile forms.

The 20-step summary (see H-12) serves as a checklist of vital activities for the placement process.

ATTACHMENT 1

ORIENTATION CHECKLIST

Instruction: Use one checklist for each student/trainee. Check each item as it is completed. Review information with the student/trainee after five days to insure thorough comprehension.

1. Explain the business organization and give specific information about the department in which he/she will work. _____
2. Introduce the student/trainee to all persons with whom he/she will have contact. _____
3. Show the student/trainee the location of offices, equipment, and supplies with which he/she will need to be familiar _____
4. Tour the entire plant or business during the first month if not done as part of 3 above. _____
5. Explain the duties of the student/trainee's first assignment. _____
6. Inform student/trainee as to who will supervise him/her and from whom he/she should take orders. _____
7. Inform co-workers of their relationship to student/trainee and solicit their cooperation. _____
8. Inform student/trainee of arrival and quitting time, check-in procedures and check-out procedures. _____
9. Inform student/trainee of lunch time and relief procedures and regulations. _____
10. Inform student/trainee of facilities available such as restrooms, lunchroom, telephone, coat rack, etc. _____
11. Inform student/trainee of time recording procedure, pay schedule, deduction from pay and computation of wages. _____
12. Inform student/trainee as to appropriate clothing to be worn. _____
13. Inform student/trainee about any information which is to be kept confidential. _____
14. Familiarize student/trainee with employee benefits. _____
15. Inform student/trainee of clauses in union agreement which pertain to him/her if such an agreement exists. _____
16. Inform student/trainee of promotional possibilities in your firm. _____
17. Provide special pamphlets, brochures, and materials that include information about the company, its policies, fringe benefits, and related terminology. _____

ATTACHMENT 2

20 STEPS FROM RECRUITMENT TO PLACEMENT

1. Carry out a recruitment campaign.

2. Collect applications for enrollment and start Action Checklist form.

3. Develop student profile.

   a. Interview each applicant.
   b. Collect student's school record.
   c. Assemble teacher recommendations.
   d. Make home visit (required for some programs).

4. Make decision about student's acceptance or rejection.

5. Send student a letter of acceptance or rejection.

6. Collect signed Student Agreement form.

7. Identify appropriate job title(s) for placement.

8. Reevaluate student profile.

9. Select approved training station with appropriate job opening.

10. Set up job interviews for each student.

11. Fill in introduction card and send (or take) student to interview.

12. Talk to student after job interview.

13. Get results on employer's half of introduction card in a personal visit.

14. Develop Training Agreement with employer, student, and parent before student starts job.

15. See that all legal forms are completed before student starts job.

16. Develop preliminary Training Plan with employer at the same time as Training Agreement.

17. Prepare a student file for job supervisor and student.

18. File a formal detailed Training Plan with the training sponsor/ job supervisor, with student, and in your files within two weeks of the Training Agreement.

19. Plan related instruction activities.

20. Plan and schedule your first month's coordination visits.

EVALUATION PROCESS

Components of Evaluation

Evaluation of the cooperative education program is a continuous process and includes evaluation of the total program, including the student learner, the work station, and the related instruction. Continuous evaluation is required so that any deficiencies or problems can be identified in time to be corrected. More detailed periodic evaluations are required for the purpose of assigning grades.

Continuous Evaluation

The continuous evaluation approach seeks to identify problems or potential pitfalls before they become serious. Continuous evaluation consists of (1) observations made by the teacher/coordinator during coordination visits and (2) analysis of the student's reports made at frequent intervals.

Coordination visits to the training station should be made periodically. Visits may be made to observe, to assess, and to promote. If there appears to be problems relating to the student/learner or the training station, more frequent visits should be made. The frequency should be determined by the teacher/coordinator, with some input from the employer. It is up to the teacher/coordinator to make good use of this time in fulfilling coordination responsibilities. Review the COORDINATION PROCESS SECTION for management suggestions.

There are many objectives or reasons for making coordination visits, some of the major ones are:

1. To observe the type and quality of work being performed by student/trainee.
2. To ensure that a variety of experiences are provided according to the Training Plan.
3. To secure the training sponsor's evaluation of student's performance.
4. To ensure that the training sponsor provides consistent guidance and supervision.
5. To verify the application of skills, knowledge, and attitudes acquired in the vocational classes.
6. To discuss with the training sponsor methods of improving instruction and training for the particular job the student/trainee is performing.
7. To become acquainted with management policies.
8. To verify compliance of all Federal and state laws concerning the employment of minors.
9. To make certain that student/trainees are not exploited.
10. To correct any problem relationships that arise between the student/trainee and the training sponsor.
11. To obtain suggestions for making selection and placement of other student/trainees more effective.
12. To secure supplementary teaching materials that will make the related instruction more valuable.
13. To discover potential training stations of high quality.
14. To extend and improve public relations between school and business.
15. To provide and follow-up on plans for rotation.

Student's Attendance and Work Reports are the second part of the continuous evaluation process. This involves periodic reports that are completed by the student/learner. These reports must be made frequently enough to be of use in identifying potential problems before they become serious. The Attendance and Work Reports should be completed weekly or biweekly and should be used for discussion in the related class.

The Attendance and Work Report includes a listing of routine tasks and newly assigned tasks, as well as a record of days and hours worked. This information may be used to provide information or reinforcement when new tasks or responsibilities are added. A full sized form is shown on I-11.

Teacher coordinators can use the information on the reports as a basis for discussion in the related class. The information might also signal the need for individual conferences with the learners who are having problems.

The Attendance and Work Report has a number of purposes, including:

-- providing a record of work hours that need to be reviewed for compliance with child labor laws, for total hours worked per week, and time of day/evening worked.

-- providing a check against attendance in school with attendance on the job.

-- providing a running record of hours worked by dollars earned for compiling monthly/yearly program records as required on Co-op Employment Summary Sheet.

-- providing a running record of tasks performed and new tasks added that can be compared with the Training Plan/Agreement and be used in identifying related instruction topics.

-- providing student's comments about strengths, weaknesses, and problems for the past week that can be used in counseling the student prior to actual problems.

The last purpose for the Student's Weekly Report is often overlooked. Read the comments carefully--and read between the lines. Counsel with the student in a private setting if you suspect any problems at the training station with the (a) job supervisor, (b) co-workers, or (c) levels of tasks. Try to anticipate problems and provide "intervention" and/or preventive measures when possible. (Refer to the section on Job Problems for details.)

The Student's Attendance and Work Report can become a routine, meaningless chore for the student unless it is used effectively. Occasionally ask the students to answer new questions on the form or another sheet.

The Periodic Evaluation Process

Each student's progress must be evaluated periodically at or near the end of the school evaluation period--the grading period. The periodic evaluation may come at the end of each job/task rotation. This type of evaluation is extremely important because:

-- the student's strengths and weaknesses are evaluated.

-- the Training Plan is reviewed and possibly revised.

-- job rotations are made based on the evaluations.

-- related instruction topics and projects for the coming term are identified.

-- the training provided by the training station is evaluated.

Prior to making an evaluation visit, you (or you and the related subjects teacher) should review the student's file, progress made in the related class, Attendance and Work Reports, and the Coordination Visit Reports. Compare the progress on these reports with those activities identified on the Training Plan/Agreement and with the rotation agreed upon earlier.

The evaluation visit to assess the student's progress on the job must be conducted in a businesslike manner; preferably it should be a three-way conference between the training sponsor, the student, and the teacher/coordinator and/or related subjects teacher. The evaluation visit should be made personally by the teacher/coordinator, with an appointment made in advance.

Progress or Evaluation Report. Use a Progress or Evaluation form such as the one on I-12 to record the training sponsor's evaluations. Ask for examples of both strengths and weaknesses and record them--they provide data for making improvements, assigning grades, and discussing problems. Checkmarks under "good" for personality or one under "poor" for efficiency do not provide sufficient information for improvement.

Other examples of Evaluation Forms are on pages I-10 and I-11 in this section. In the "Skill Performance" section, you would list the skills or competencies to be completed or developed on a particular work station or rotation.

Guidelines for Making Periodic Evaluations

1. Make an appointment.
2. Meet with training sponsor in person.
3. Involve student/trainee.
4. Get examples of both strengths and weaknesses.
5. Review Training Plan/Agreement.
6. Revise Training Plan/Agreement if necessary.
7. Follow up on action.

Follow up the evaluation visit with a private conference with the student to discuss the comments made at the conference; the examples of strengths and weaknesses are especially useful in discussing why the student will remain with the same job tasks and/or related instruction determined, and what should be planned for the next evaluation period.

Training Profile.

The Training Profile technique is another form of periodic evaluation that is useful in determining the perceptions of the three-way partnership. List all the student's job experiences and number of training hours given on the Training Plan/Agreement for this period on the form; add any new tasks and duties found on the Student's Attendance and Work Report forms. Ask both the training sponsor and the student to complete the Training Profile form; complete it yourself. The form is shown on page I-8.

Then combine the ratings of all three on one form. If there are wide differences in the evaluations among the three, there may be a communication problem or misunderstanding about training responsibilities that should be corrected. Plan some corrective measures for the related class or for future coordination visits.

Who Assigns the Grade for On-The-Job Experiences?

Various options are open for determining the on-the-job grade. The teacher/coordinator may take sole responsibility, or it may be a joint responsibility between the teacher/coordinator and the training sponsor. If the teacher/coordinator is not the related-instruction teacher, that person should also be involved in assigning the grade. A disadvantage of the teacher/coordinators having sole responsibility for the grade is that they are not at the training station on a continuous basis. On the other hand, care must be given to the weight of the grade assigned by the training sponsor. There may be little equity between the grades assigned from one trainer to another. That is, the less-qualified student with a training sponsor who does not have high expectations or who does not evaluate critically may be assigned a higher grade than a more capable student who has a highly critical training sponsor.

In general, the on-the-job training grade is a combination of the checkmarks and examples obtained from the training sponsor on the Progress Report and the comments made by the teacher/coordinator on the Coordination Visit Reports. Improvements in skills, production rates, and attitudes, as well as taking on additional responsibilities, should be carefully considered. Review the Progress Report for other criteria; students should receive a copy of this form at the beginning of the year.

As part of the operational plans, identify guidelines and procedures that will determine the student's grade for the on-the-job experiences. Inform students of these procedures.

Guidelines for evaluating on-the-job experience

Identify the factors to be evaluated.
Identify who is responsible.
Identify the process and procedures involved.
Identify the time and frequency.
Inform students at enrollment time.

COOPERATIVE VOCATIONAL EDUCATION
ON-THE-JOB EVALUATION

Name of Student/Learner ________________________ Employed by ________________________

School ________________________ Coordinator ________________________

To better assist you in training the above named trainee so he or she will be a more valuable employee to you, we are asking that you fill in this form.

Please place a check in one of the spaces to the left of each characteristic which best expresses your judgment of the student-learner.

WORK HABITS & ABILITIES

Accuracy of Work

___ 1. Is very accurate
___ 2. Is careful
___ 3. Is fairly accurate
___ 4. Is careless
___ 5. Makes many errors

Care of Working Area

___ 1. Very careful
___ 2. Keeps area clean
___ 3. Adequate
___ 4. Careless
___ 5. Very untidy

Use of Tools and/or Equipment

___ 1. Very careful
___ 2. Careful
___ 3. Adequate care
___ 4. Careless
___ 5. Rough

Speed in Performing Tasks

___ 1. Very fast
___ 2. Fast
___ 3. Ordinary
___ 4. Slow
___ 5. Very slow

Use of Time

___ 1. Very busy
___ 2. Busy
___ 3. Satisfactory
___ 4. Loafs with others
___ 5. Very wasteful

PERSONAL ATTRIBUTES

Initiative

___ 1. Goes the "second mile"
___ 2. Works without supervision
___ 3. Performs routine duties only
___ 4. Very little
___ 5. Doesn't exhibit any

Attendance

___ 1. Never absent or tardy
___ 2. Arranges time off
___ 3. Off occasionally, valid reasons
___ 4. Off occasionally
___ 5. Frequently absent

Attitude Toward Fellow Workers

___ 1. Very respectful, helpful
___ 2. Cooperative (usually)
___ 3. Agreeable
___ 4. Does not cooperate
___ 5. Disrespectful

Personal Appearance, Cleanliness

___ 1. Exceptionally pleasing
___ 2. Good
___ 3. Appropriate
___ 4. Untidy
___ 5. Slovenly and dirty

Attitude Toward Supervisor

___ 1. Very respectful, helpful
___ 2. Cooperative
___ 3. Indifferent
___ 4. Does not cooperate
___ 5. Disrespectful

Use of Materials and/or Supplies
___ 1. Very careful
___ 2. Above average
___ 3. Average
___ 4. Careless
___ 5. Wasteful

Responsibility
___ 1. Seeks and handles it well
___ 2. Likes it
___ 3. Accepts responsibility
___ 4. Evades responsibility
___ 5. Buck passer

Ability to Learn
___ 1. Grasps ideas very quickly
___ 2. Learns with ease
___ 3. Learns adequately
___ 4. Learns with difficulty
___ 5. Slow or no learning

Directions
___ 1. Reliable in following directions
___ 2. Usually follows directions well
___ 3. Careless in following directions
___ 4. Doesn't always follow directions
___ 5. Needs directions repeated

Judgment
___ 1. Wise in actions & making decisions
___ 2. Usually shows sound judgment
___ 3. Sometimes shows lack of judgment
___ 4. Lacks ability to make sound judgments
___ 5. Uses poor judgment

1. What work habits or abilities of the trainee need improvement?

2. In what respect has the student shown improvement?

3. Additional remarks and comments:

Signature of Employer

COOPERATIVE EDUCATION EMPLOYER
EVALUATION REPORT

FIRM ______________________________ DATE ______________________

SCHOOL ____________________________ STUDENT ___________________

TRAINING SPONSOR ____

Your evaluation of the student/learner enables us to provide better instructional training. Your rating is used in determining the student's grade. Please circle the following traits as: 0-unsatisfactory; 1-fair; 2-good; 3-excellent.

Personal Traits		Skill Performance
Grooming	0 1 2 3	
Suitability of dress	0 1 2 3	
Personal hygiene	0 1 2 3	
Personality	0 1 2 3	
Speech	0 1 2 3	
Interest in work	0 1 2 3	
Cooperation	0 1 2 3	
Initiative	0 1 2 3	
Adaptability-flexibility	0 1 2 3	
Reliability	0 1 2 3	
Tact	0 1 2 3	
Dependability	0 1 2 3	

Ability to:

Follow directions	0 1 2 3
Understand instructions	0 1 2 3
Accept criticism	0 1 2 3
Attend to details	0 1 2 3
Keep at the job	0 1 2 3
Get along with others	0 1 2 3
Use good judgment	0 1 2 3

Times absent this evaluation period _________ Times Late ______________

Overall rating of student/learner. Please circle one:

3 Excellent 2 Good Fair 0 Unsatisfactory

Comments that would assist the coordinator in student training: ________

____

Has this report been discussed with the student/learner? ___ Yes ___ No

______________________________ ______________________________

Signature of Rating Official Title

______________________________ ______________________________

Student's Signature Date

ATTENDANCE AND WORK REPORT

☐ AG ☐ HEALTH
☐ B&O ☐ HE ED
☐ ME ☐ IND ED
☐ OTHER

NAME ______________________ DATES: FROM __________ TO __________

FIRM ____

	M	T	W	T	F	S/S	M	T	W	T	F	S/S
SCHEDULED WORKING TIME FROM: TO:												
LIST ROUTINE TASKS												
LIST NEW TASKS												
TOTAL HOURS WORKED DAILY												

TOTAL HOURS WORKED THIS PERIOD ______ RATE PER HOUR ______ GROSS AMOUNT EARNED FOR PERIOD ________

I VERIFY THAT THIS IS AN ACCURATE STATEMENT OF THE HOURS WORKED.

DATE ____________ TRAINING SPONSOR ______________________________

DESCRIBE IN A PARAGRAPH SOME EVENT THAT HAPPENED THIS WEEK THAT MADE YOU FEEL GOOD.

DESCRIBE IN A PARAGRAPH SOME EVENT WITH WHICH YOU HAD A PROBLEM OR THAT MADE YOU FEEL UNCOMFORTABLE.

LIST IN EXACT WORDS ANY CRITICISMS OR COMPLIMENTS YOU RECEIVED THIS WEEK.

PROGRESS REPORT

() AG () HEALTH
() B&O () HE ED
() ME () IND ED
()Other

for ______________________________

Evaluation Period: 1 2 3 4 5 6 From ______________ to ________________

By prior agreement this student was assigned to the tasks listed below. If student was asked to work on other major tasks, please add them to the list. Please give your honest opinion about the progress and achievement of this student so that the student can be assisted in making improvement.

Please judge the student in the same way you would any other beginning worker.

ASSIGNED TASKS	UNDERSTANDS			PRODUCTION			QUALITY OF WORK			SUGGESTED IMPROVEMENTS
	YES	?	NO	FAIR	GOOD	EXECL.	FAIR	GOOD	EXECL.	

OVERALL PERFORMANCE	NEEDS HELP	WEAK	AVERAGE	GOOD
Punctual: gets to work on time No. of Times Absent ______ No. of Times Tardy ______				
Appearance: neat, well groomed, appropriately dressed				
Dependability: prompt, trustworthy, follows directions, meets obligations				
Adaptability: catches on fast, follows detailed instruction well, can switch jobs easily				
Ability to get along: cooperative, well mannered, has social and emotional stability				
Job Attitude: enthusiastic, a good team worker, willing to work and cooperate, desires to improve				
Initiative: Ability to work without supervision, sees things to do				
Accepts suggestions: eager to improve, seeks assistance, follows through				

Do you think this student is performing as well as any other beginning worker in the same job? _____ Yes _____ No _____ Not sure (Why) ______________________________
____

Do you plan to ask the student to assume new duties in the next two months? _____Yes ____No If yes, what duties?____

If there have been any problems with this student in the last two months, describe the circumstances and the outcome on the back of this sheet.

Date ______________________ Signature ______________________________

Company ________________________________

TRAINING PROFILE

☐ AG ☐ HEALTH
☐ B&O ☐ HE ED
☐ ME ☐ IND ED
☐ OTHER

For Period (Circle): 1 2 3 4 5 6 Student ______________________

TASKS OR DUTIES LISTED ON TRAINING PLAN	NO. OF HOURS OF TRAINING		OVERALL EVALUATION OF TRAINING							
			FUTURE NEEDS			QUALITY OF TRAINING				
	Planned	Given	None	Some	Much	Excel	Good	Aver	Poor	None
ADDITIONAL TASKS OR DUTIES PERFORMED ON JOB										

COMMENTS:

Date ______________________ Signature ______________________

RELATED INSTRUCTION

Individualized Plan

Students in cooperative education, at the secondary level are to be enrolled in a related class under the direction of the teacher/coordinator. The instruction is designed to provide individuals with learning experiences that enable them to progress toward a career objective. The related class is individualized and related to the student's training plan and agreement.

In cooperative vocational education, three environments are essential to achieve the balanced pattern needed by all students--the classroom/laboratory, the training station, and the vocational student organization. Classroom instruction involves the organized presentation and application of knowledge, skills, and attitudes. Supervised occupational experiences (co-op) require students to apply knowledge, skills, and attitudes in an actual employment setting. The Training/Plan Agreement is utilized to assure that students have an opportunity to apply the theoretical concepts in the job setting. Vocational student organizations make vocational teaching more effective by providing experiences in group dynamics that enables students to accept themselves within the total group situation.

The teacher/coordinator is a director of learning who coordinates the learning experiences in the classroom, at the training station, and through the vocational student organization. The teacher/coordinator tailors the instruction to the individual needs and learning styles. Utilizing appropriate sources for achieving the desired outcomes, the coordinator individualizes the instructional plan for each student.

Under certain circumstances, the correlation between the on-the-job training and the classroom related instruction may be jointly developed by a full-time coordinator working with a related subjects teacher. In such cases, there is an increased need for communication and cooperation in determining responsibilities and sequencing for instruction and job activities.

Programs of instruction are built around the needs of the students. In order to design such a program, student needs and characteristics must be clearly defined. The skills, knowledge, interests, attitudes, and other attributes of students must be known in order to plan appropriate instruction. No other factor is more important in the planning process than students' needs--both those that are common to all group members and those that are individual.

Instruction in vocational education should facilitate the development of competencies the student needs to enter, adjust, and advance in a career.

Types of Instructional Content

In cooperative education programs the goal is to assist students in developing specific occupational education. The instruction is said to be correlated; that is, there is a direct relationship between the study in school and the activities of the training job, both of which are based on a career objective. This correlation involves both: (1) the sequence of learning (what is studied when) and (2) the application of learning (what is learned in school and then applied on the job, with the results being reported back in the classroom). In addition, the student will have some individual instruction in school; that is, the student will study some things not studied by other students due to individual job needs and an individual career goal.

The teacher/coordinator assists the student/learner in developing four types of competencies through the related class.

Criteria for Related Instruction

> A student in cooperative education shall be enrolled in a related class under the direction of the teacher or coordinator. The student shall receive minimum classroom instruction equivalent to five (5) hours per week.
>
> Enrollees shall have taken basic skill prerequisites required by the occupational program they are pursuing. Students in business and office shall have completed two (2) business classes and shall be completing the requirements for a business and office cluster. The students in gainful home economics occupations shall have completed at least one (1) semester of the program. Students in Marketing Education must have completed the prerequisite course Retailing and/or Fashion Marketing, Food Marketing.
>
> The student shall spend a minimum of fifteen (15) clock hours per week in a salaried position which provides work experience directly related to the student's educational program. Exceptions: students in gainful home economics occupations may spend a minimum of ten (10) clock hours per week. Students in industrial education shall spend time on the job equal to that time spent in school on an alternate or rotating basis.
>
> Instructional materials should be provided to supplement the teaching of related class.
>
> Enrollment in a related class or a supervised out-of-school setting shall not exceed 27 students. Approval by the Superintendent of Public Instruction is required for justification of exceptions.
>
> A definite budget should be established for purchasing books, reference materials, equipment.
>
> A vocational student organization should be an integral part of the related class.

Specific Related Competencies (Technical Competencies)

This instruction is the teaching of skills necessary for the specific occupational field. Included are specific skills, knowledge, and attitudes required to progress in a field. The instruction is directed toward the following kinds of competencies.

1. Manipulating tools or equipment
2. Gathering, processing, communicating, or applying technical information
3. Constructing, assembling, or combining elements
4. Performing a service

General Related Competencies (Occupational/Work Adjustment Competencies)

General related instruction is classified into the following groups:

Occupational Adjustment and Career Development Capabilities.

Occupational adjustment abilities relate to the ability to adjust to employment environments and personalities at the plant, office, store, or institution. By teaching students to interact effectively with other employees, supervisors, and the conditions under which they must work, the students will acquire capabilities which will persist as they progress in their career and take positions in other employment environments.

Occupational adjustment capabilities include the following:

1. Learning how to learn at the training station
2. Interacting with co-workers, supervisors, and employers
3. Participating in groups as a member and leader
4. Developing desirable employment habits and attitudes
5. Making rational economic decisions about employment, spending, saving, and participating in a private enterprise economy
6. Preparing for future employment
7. Managing employment time and leisure time
8. Keeping abreast with current developments in the occupation
9. Others, drawn from the environments where the occupation is found

Career development capabilities enable students to find satisfying occupational roles in which they can get a sense of achievement and self-realization. The instruction focuses on learning about the occupational field and the lives of individuals in the occupation and on looking at one's own potential needs, abilities, and aspirations as they relate to occupations and careers. These capabilities include:

1. Assessing and analyzing one's own needs, interests, abilities, and aspirations
2. Assessing and analyzing the potential opportunities and satisfactions of an occupational field
3. Predicting one's own chances of being successful and satisfied in the occupational field
4. Making decisions and plans to achieve goals and aspirations

Employability Skills. Every student needs to acquire at least a minimum level of competence in employability skills. Some students may need considerable assistance in developing these skills while others do not. Use modules for the various topics for individuals who need to improve in such areas as choosing a job, searching for a job, applying for a job, entering a new job, succeeding on the job, changing jobs, economic awareness, and occupational safety.

Instruction should be organized to produce competencies which are: (1) needed by all employees, (2) needed by employees in an occupational field, (3) needed by employees of a specific occupation only, and (4) needed by a particular employee at a specific place of employment. This may be achieved through tutoring or small group activities in addition to the specific learnings of the particular position.

Basic Skills Competencies

Teacher/coordinators have an opportunity to assist students in attaining practical competencies needed to function in society. Emphasis can be placed on basic skills, career awareness, and decision making as they relate to the student's career goal.

Experienced teacher/coordinators have found that student/learners see "reading, writing, and arithmetic" competencies as relevant and necessary when related to the training station learning experiences. Like all educators, teacher/coordinators need to keep the following basic skill competencies in mind when teaching the related class.

The student should be able to read, comprehend, and interpret materials an adult encounters in daily living such as newspapers, magazines, income tax instructions, credit contracts, instructions for operating or maintaining equipment or household appliances, and job descriptions.

The student should be able to use basic computational skills in the context of everyday tasks and problems encountered by adults, such as computing interest, making change, balancing a checkbook against a bank statement, computing miles driven per gallon of gasoline, constructing a budget, and computing income tax.

The student should have the ability to listen and communicate orally in employment situations, demonstrating skills in organizing and presenting ideas or solutions to problems, giving informative answers to questions, comprehending and giving directions, and listening effectively.

The student should have the ability to write an acceptable report, essay, or resume. Emphasis should be placed on structure, spelling, grammatical correctness, punctuation, clarity, and organization.

Career awareness and decision making.

The student needs to acquire substantial information about employment in one or more career fields. The information should include:

1. The roles and functions of the employee and the relation of the position to other positions.
2. How one qualifies for entry and advancement (education, experience, aptitudes) and possible routes of entry and advancement in a career.
3. The employment conditions associated with the position, including physical environment and social setting, hours of work, how the position affects the employee's lifestyle, and other conditions.
4. The monetary, psychological, and other rewards which employees receive from employment.
5. The current and projected demands for employees in the field, opportunities for advancement, and lateral movement within the career.
6. A personal evaluation of the occupation in relation to the student's interests, values, goals, and abilities (including positive and negative assessments and whether the assessment is likely to change).

The student should be able to apply principles of decision making and planning in formulating post-graduation career and education goals.

Instructional Methods and Materials

Personnel responsible for the related instruction are expected to select instructional methods that are appropriate for the students and contribute to the development of employment qualifications. In addition to providing occupational experiences which lead to mastery of the technical content, the teacher/coordinator must also be able to stimulate student interest and use a variety of techniques that develop multiple skills necessary for success on the job.

Guidelines for Selecting Appropriate Methods

1. Choose activities that develop multiple capabilities and competencies. Learning activities and projects should be conducted in such a way that the students develop multiple competencies for employment. These competencies may be developed and improved by providing learning activities by which students practice these skills:

Communicating (oral and written)
Giving and following instructions
Organizing and planning work
Working in a group or committee
Creating goodwill
Making decisions
Evaluating one's own performance
Seeking needed information
Computing and working with figures

2. Use adult techniques with students. Some students who choose to enroll in cooperative vocational education may be more mature than other students in the same grade level. If they are not more mature at the beginning, they will certainly adopt some mature attitudes and behaviors as they begin earning and working with adults in their jobs. It is essential that the teacher/coordinator and related subjects teachers recognize their need to be treated as adults and plan instruction which allows them to assume adult roles.

3. Use Vocational Methods. The teacher/coordinator should use instruction and learning methods that will persist when students enter full time employment. Methods of inquiry such as experimenting, seeking opinions of experts, searching the trade literature, making observations,

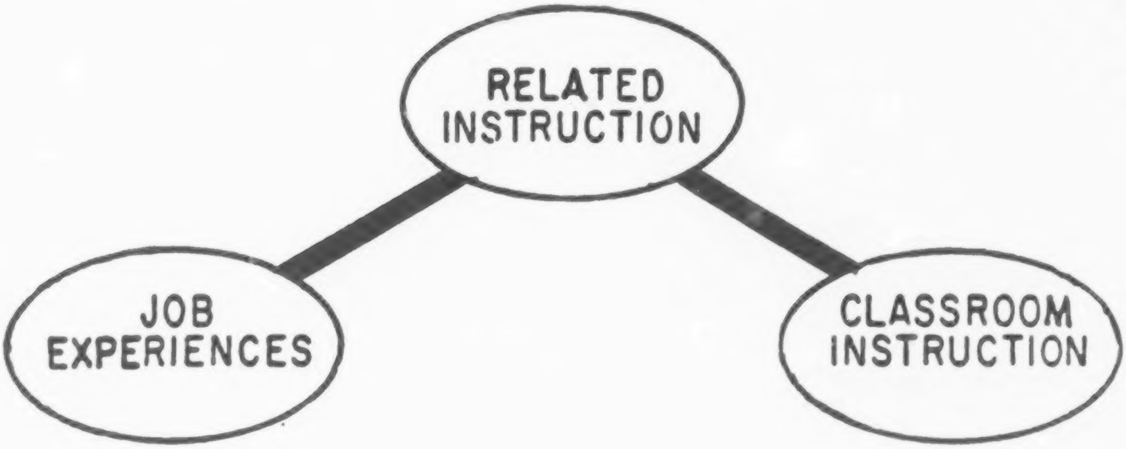
conducting surveys and other techniques are tools that students can use as they progress in their careers. Student-conducted demonstrations, as a method of instruction, develop ability to train and teach other employees, which is a skill students need to develop if they are to advance in their occupations. To develop human relations competencies, use case problems and role-playing to improve the student's ability to handle problems on the job. Decision-making is learned through practice in making decisions. If students learn to interact effectively in class, they are likely to be successful and get satisfaction in their interpersonal relations at work. Specific vocational learning methods and a brief description of each are at the end of this chapter.

4. Use Vocational Instruction Materials. The quality of directly related instruction depends upon the availability of appropriate resources, references, and materials in the occupational area in which students are to be trained. A number of books, periodicals, occupational materials, plus other media and materials, are available.

5. Correlate job and related instruction. Design projects in which the correlation and integration of job and instruction takes place.

That is, design projects so that the student/learner must collect data or information from the job to use at school and vice versa--design projects in school that the student/trainee takes to the job (improved production skills and/or methods, request for assistance from training sponsor, etc.).

INTEGRATING THE TRAINING PROCESS



GUIDELINES FOR CORRELATING JOB AND SCHOOL

Select related instruction activities that are job based.

Involve the training sponsor in developing course content.

Use career-oriented resources and references.

Exchange resources and references from school to job and vice versa.

Types of Vocational Learning Methods

Various methods may serve as the vehicle for providing related instruction; some methods may be more effective in one program area than another. Variety enhances learning if the various methods are selected to meet specific goals.

The various methods described in this section are grouped by types. Use those methods that enhance the learning process in the cooperative program.

METHODS AND STRATEGIES
FOR TEACHING
RELATED INSTRUCTION

A. Occupational Contact

1. Job performance activities
2. Field observation
3. Field interview
4. Field trip
5. Resource visitor
6. Fashion shows
7. Shopping reports

B. Active Problem Solving

1. Case problem or study
2. Role playing
3. Socio-drama
4. Conference method
5. Buzz sessions
6. Brainstorming
7. Questioning
8. Quiz games

C. Demonstration and Practice

1. Demonstration by teacher
2. Demonstration by students
3. Demonstration and skit
4. School store
5. Practice and drill

D. Audio-Visual

1. Films
2. Filmstrips
3. Opaque and overhead projectors
4. Bulletin board
5. Chalk board
6. Flannel board
7. Tapes (audio, video, cassette)
8. Records
9. Charts, maps, pictures, posters, exhibits, samples
10. Video

E. Auditory-Verbal

1. Informal discussion
2. Symposium
3. Forum
4. Debate
5. Panel

E. Auditory-Verbal (cont.)

6. Dialogue
7. Round table
8. Lecture
9. Committee

F. Reading and Writing

1. Themes, essays, and written reports
2. Survey of literature
3. Trade publication activities
4. Magazine and newspaper activities
5. Reference book activities
6. Resource files
7. Research topics
8. Workbooks
9. Manuals, notebooks, and scrapbooks

G. Measuring and Evaluating

1. Pre-test/post-test
2. Classroom test
3. Classroom test designing by student
4. Standardized test
5. Performance tests
6. Contest
7. Judging others and their work
8. Self-appraisal
9. Measuring goal performance

H. Individualized Instruction

1. Programmed Instruction
2. Performance contracts
3. Competency-based instruction

I. Miscellaneous

1. Team teacher
2. Simulation
3. Class Chairman
4. Student Reporter
5. Student Organizations
6. Rotation Plan
7. Project Methods

STUDENT ORGANIZATIONS

It is expected that student organization activities will be an integral part of the instructional plan. When properly planned and conducted, they strengthen classroom, laboratory, and training station instruction. Eight common goals of student organizations are:

- Leadership and Fellowship
- Citizenship Responsibilities
- Character Development
- Social Development
- Occupational Knowledge
- Recognition
- Communication Skills
- Cooperation

All students should be encouraged to join a vocational student organization (see list of state and national contact persons).

STUDENT ORGANIZATION CONTACTS

Future Farmers of America (FFA)
(Secondary Students)

State

FFA State Advisor
Agribusiness Education Unit
Capital Plaza Tower
Frankfort, KY 40601

Young Farmers of America (YFA)
Postsecondary Students)

State

YFA State Advisor
Agribusiness Education Unit
Capital Plaza Tower
Frankfort, KY 40601

Future Business Leaders of America (FBLA)
Secondary Students)

State

FBLA State Executive Secretary
Business and Office Unit
Capital Plaza Tower
Frankfort, KY 40601

Phi-Beta Lambda (PBL)
(Postsecondary Students)

State

PBL State Advisor
Business and Office Unit
Capital Plaza Tower
Frankfort, KY 40601

Health Occupations Students of America (HOSA)
(Secondary and Postsecondary Students)

State

HOSA State Advisor
Health Occupations Unit
Capital Plaza Tower
Frankfort, KY 40601

Future Homemakers of America (FHA/HERO)

State

FHA/HERO State Advisor
Home Economics Unit
Capital Plaza Tower
Frankfort, KY 40601

Distributive Education Clubs of America (DECA)

State

DECA State Advisor
Marketing Education Unit
Capital Plaza Tower
Frankfort, KY 40601

Vocational Industrial Clubs of America (VICA)

State

VICA State Advisor
Industrial Education Unit
Capital Plaza Tower
Frankfort, KY 40601

COMPETENCIES REQUIRED IN THE PLANNING, ORGANIZING, MANAGING AND THE EVALUATION OF A COOPERATIVE EDUCATION PROGRAM

The competencies identified here are essential to the teacher/coordinator in the operation of a cooperative education program. These competencies can be applied to the operation and implementation of the basic cooperative education program activities. However, some activities may require additional competencies to meet the varied activities of the individual programs. Competencies are identified one time only, however, those listed in one division may be needed in other divisions. Regular review of competencies is necessary for all those responsible for everyday program operations.

The Cooperative Program

On an annual basis the teacher coordinator needs to:

a. Develop rating criteria for teaching coordination yearly by school administration and students.

b. Develop rating criteria for coordination training yearly by the training sponsor.

Program Administration

a. Record minutes showing input of advisory committee on policy.

b. Work with placement and follow-up activities, not only for co-op placement and the KY Follow-Up Systems.

c. Involve administrators, counselors, and training sponsors in policy making, evaluations, and operational activities.

d. Adhere to guidelines issued by the State Department on class size and amount of coordination time issued by State Department.

e. Record student attendance at school and on the job.

f. File school's policies and procedure for the cooperative program.

g. File annual Cooperative Vocational Education plan.

h. File other appropriate documents in the office and State Department.

i. Provide data that supports justification of the cooperative program, such as placement figures and student interest.

j. Provide information to counselors for recruiting students into cooperative education program.

k. Identify requirements for entry into cooperative education program.

l. Inform administrators of progress, problems, and objectives of the program.

Legal Aspects

a. Adopt policies and procedures that comply with legal aspects of cooperative education.

b. Supply regulating agencies with referrals and responses.

c. Maintain and file proper documentation of all state and Federal reports and records.

Advisory Committee

Develop statements of operational procedures including:

a. minutes
b. program of work
c. reports
d. publicity

Public Relations

a. Develop annual calendar of public relations activities.

b. Update resource file.

c. Make use of the following Public Relations activities:

- Employer/employee appreciation events
- Certificates of Appreciation to employers
- News releases
- School assemblies awards
- Public speeches
- Student recruitment campaign
- Bulletin boards and posters
- Co-op brochures/flyers
- Employer recruitment campaign

Coordination Process

a. File records of coordination visits with teachers of related subjects and in the co-op office.

b. Evaluate program effectiveness through student, faculty, administrators, and self-evaluation.

Enrollment Process

Maintain files of:

a. recruitment process and plan to show equal access for all students

b. recruitment materials to show sex equity, non-racial discrimination, non-traditional roles.

c. enrollment criteria.

d. actions taken and date they were performed.

e. student response to selection criteria.

Placement Process

a. Develop and file criteria for evaluating training stations.

b. Update resource file on approved training stations.

c. File completed Training Plan/Agreement

d. Place all enrolled students.

e. File materials given to training sponsors at beginning and throughout the year on file station and in training sponsor file.

f. File any publicity in which training sponsors and/or their company are specifically named.

Evaluation Process

a. Maintain periodic and continuous evaluation files.

b. Develop criteria for grading in relation to on-the-job training.

c. File records showing communication of on-the-job progress to student.

d. Record analysis of ratings by student, training sponsor, and teacher/coordinator.

e. Gain cooperation of training sponsor and/or related subjects teacher in making task rotation, adapting instructional/training sequence, and/or fulfilling previously specified training responsibilities.

f. Record individual conferences with student/trainee and training sponsor.

g. Communicate to administrators and parents of minors on all serious problems.

h. Serve as a referee, arbitrator, and student representative in all cases.

i. Make referrals.

j. Comply with confidentiality concerning student's records.

Related Instruction

a. Select content by occupational task analysis method.

b. Write lesson plans and/or task assignment sheets for related class instructor.

c. Select instructional materials to meet specific instructional objectives.

d. Write performance objectives for each lesson plan and/or task assignment sheet.

e. Select teaching methods and techniques for teaching related instruction.

f. Provide students with a copy of Training Plan/Agreement to illustrate the competencies and types of in-school and on-the-job training.

g. Schedule and sequence related instruction prior to and/or concurrent with job activities scheduled on Training Plan for each student.

h. File the following related class materials:

copies of visitation reports.

copies of training sponsor's evaluation of student.

copies of Training Plan/Agreement.

copies of training evaluation reports.

copies of related class projects and student's competency in specific areas.

enrollment of all student/learners in the student organizations.

copies of student projects on file that integrate job training and related instruction.

participation in local and regional competitive events by individual student/learners and/or through group projects.

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